WAY Academy-Muncie Charter School

A Proposed 7-12 Charter School

For Muncie, Indiana

Submitted By Jennifer Hernandez & Founding Team

August 31, 2018

Exhibit B

Proposal Overview

The applicant group's **designated representative** will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).

Name of proposed Charter School: _____

Proposed Charter School location:* _____

*Please indicate the city/town and, if known, potential address or neighborhood of the school location. Virtual operators should indicate the relevant geographies the operator intends to serve.

School district of proposed location: _____

Legal name of group applying for Charter: _____

Designated representative: _____

Contact Information (Phone & Email): _____

Planned opening year for the school: _____

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.) _____

Proposed Grade Levels and Student Enrollment
Indicate the grade levels the school intends to serve. Specify both the planned <u>and</u> maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
At Capacity		

Target student population (if any): _____

Will an application for the same charter school be submitted to another authorizer <u>in the near future</u>?
Yes ☐   No ☐

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

Please list the number of <u>previous</u> submissions (including withdrawn submissions) for request to authorize any charter school(s) <u>over the past five years</u>, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): _____

Submission date(s): _____

<u>For Experienced Operator Applications</u>:

Does the school expect to contract or partner with an ESP or other organization for Charter School management/operation? Yes ☐   No ☐

If Yes, please provide the following information:

Identify the ESP or partner organization. _____

Is Charter School proposing to replicate a proven school model?   Yes ☐   No ☐

If yes, provide the name and location of at least one school where the model is in use. _____

If the applicant or its ESP or other partner organization currently operates one (1) or more Charter Schools within or without Indiana, please provide the name(s) and phone number(s) of the authorizer(s) for the existing Charter Schools:

Lake Superior State University
Chris Ochelski
906 - 635 - 2121

Central Michigan University
Jennifer Cook
989 - 774 - 2100

Signature of Applicant's Designated Representative

Jennifer A. Hernadez   8/25/18
_____
Signature   Date

Table of Contents

EXECUTIVE SUMMARY

Mission and Vision

Widening Advancements for Youth (WAY) Program has strong vision and mission statements as an organization. WAY Academy-Muncie would share the same vision and mission. Once the full School Board is appointed, they will gather all stakeholders to create a vision and mission that aligns with the the organization's. Creating the vision and mission with all stakeholders ensures they have a voice and buy-in to support the school.

WAY's vision is "To make every young person a hero." WAY offers an alternative approach to education; one that encourages self-esteem, independence, and the development of 21st century global and career skills. Students at WAY Academies become students on track to receive a high school diploma. Each student (student) is provided with a customized, standards-based learning plan and paired with a mentor to coach them towards graduation. Each student is equipped with technology and mobile access to the learning network. WAY combines a blended model of personalized, project-based learning with both online and face-to-face interaction. Our staff are invested in the success of each student, providing online support 7 days a week, 24 hours a day, all year round. This dedication allows students to excel at their own pace, developing customized learning plans on topics that truly appeal to them.

WAY's mission is "Changing lives by creating engaging and encouraging educational opportunities for all young people." We focus on this mission so that students develop the skills to compete in local and global economies. WAY builds on the personal interests of youth and surrounds them with a community of learners using high-powered cyber and hands-on technology, embedded in an engaging, project based learning environment. We engage students through a personalized, project based learning process guided by certified teachers, highly qualified subject matter experts, and innovative technology. This 12 month, 24/7 learning model is a blended (online + face-to-face) model. It immerses students in a mentored community of learning and collaboration that collapses barriers of time and distance, and provides access to scaffold learning.

Educational Need and Target Population

Muncie, Indiana is located in Delaware County in east central Indiana, The City of Muncie has an estimated population of 70,000 people. The metropolitan a population of approximately 118,000 with a mean household income of $31,000 and approximately 30.9% of people live in poverty. The ethnic makeup of Muncie is 84% White, 10.9% African American, 2.3% Hispanic, 1.2% Asian, and .3% Native American. (United States Census Bureau, 2010, 2017)

Muncie Community Schools is the largest public school system. The school district has about 6,000 students enrolled with a diverse student population of 60.% white, 21.2% African American, 12.4% multi-racial, and 4.6% Hispanic. About 77.9% of the student population qualify for the free or reduced lunch program.

In the Spring of 2016, Muncie Community Schools announced to the community that they were in debt $11.5 million dollars. The superintendent of schools, Dr. Steven M. Baule, stated the district projected a $37.7 million deficit by 2019. Dr. Baule proposed to the school board, the closure of three elementary schools and the board approved this action. The board members discussed closing the Northside Middle School as well, but it has decided to put it off for another year.

The Muncie economy has seen a downward trend over the years, due to manufacturing industry leaving the area. As the job disappeared so did the population did as well. As this was occurring; there was also a decline in the communities confidence in the school system. Rick Seltzer wrote an article that stated "between 2005 and 2015, Muncie Community Schools' enrollment fell by 26.1 percent. About half of that drop were students choosing to attend other local public schools" (Inside Higher ED, 2018). Families in Muncie decided to take advantage of Indiana's school of choice laws by enrolling their children in neighboring school districts like Yorktown and Delta. These districts have seized on the opportunity and have provided transportation for students interested in attending their schools.

Muncie Community Schools continued through a transition as the state handed over operations to Ball State in December of 2017. As the school system seeks stability, the community is looking for answers. The City of Muncie would like to attract more industry and local businesses in order to bring job and families back to the Muncie Community. However, industries are attracted to areas where there is a strong talent pool and Muncie lacks skilled trade workers .

As we looked at the needs of the community, we decided to focus on Middle and High School. Based on recent data, Muncie Community schools received the following grades from the state of Indiana: High school received a "B" rating while middle schools receive a "D". The six elementary schools rating were across the board with two schools scoring a "C" and two scoring a "D". Our program provides a great opportunity to help develop the young talent of the Muncie Community. Our project-based curriculum with the 21st Century skills taught will prepare students for career and college; these are the skills employers are seeking in potential employees. WAY Academy-Muncie is projected to attract families back to the community.

Community Engagement

In August of 2018, we started the process of engaging with the Muncie community to build partnerships for the future families and students of WAY Academy-Muncie. During this time, we went into the Muncie Community and met its stakeholders from Habitat For Humanity, Muncie Mission Ministries, Ivy Tech Community College, YMCA, Big Brothers Big Sisters, Muncie Music Center, and Minnetrista. During this time, we identified additional partners within the community that we believe would help the WAY Academy-Muncie families. We have also reached out to several Muncie families and educators to hear what they think about how to best serve the educational needs of the Muncie Community. Their potential support and involvement will be critical to success of WAY Academy-Muncie.

Education Plan / School Design

WAY Academy-Muncie will use a blended learning model which includes face to face and online instruction with certified teachers. The curriculum is delivered through a project-based learning format that encompasses National Content Standards for grades 7 -12 and 21st Century Skills. The project -based learning model used is adopted from the Buck Institute for Education. Projects are cross-curricular in nature and designed to complement real world application. Additionally, projects are designed to adapt to individual student interests and academic needs. In project-based learning, students go through an extended process of inquiry in response to a complex question, problem, or challenge. In many instances, students ultimately use what they have learned to give back to the community. Research compiled by the Buck Institute for Education (https://bit.ly/2CdpAOC) has shown that students benefit from project-based learning and have outscored peers in control groups who receive more typical textbook and lecture drive approaches. Students also score higher on measures of problem-solving skills and application to real-world challenges through the use of project-based learning. WAY Academy-Muncie will offer students the ability to re-engage in deep and rigorous, standard and competency-based learning that leads to high school graduation and college and career readiness. This outcome will occur because learning is: 1) personalized, 2) focused on student inquiry, 3) self-directed, and 4) within a broad-based learning community where students act as valued, trusted, and respected members. Each of the four program strategies is grounded in theoretical or empirical research. The innovation of WAY Academy-Muncie is in its unique combination of the following interdependent strategies.

Personalized Learning. Personalizing a student's school experience makes a difference both socially and academically (Newmann & Wehlage, 1995; Niebling, 2008; Stigler & Hiebert, 1999; Fredricks, Blumenfeld, & Paris, 2004). The National Association of Secondary School Principals ("NASSP") agrees - in its Breaking Ranks II book, the NASSP stresses that each student needs personalized guidance from a team of adults that will work with the student to make sound academic and social decisions (NASSP, 2005). Clarke & Miles (2003) identified six key interactions that served as indicators of engagement through personalized learning: 1) recognition, 2) acceptance, 3) trust, 4) respect, 5) purpose, and 6) confirmation. The WAY Academy-Muncie model embodies each of the six indicators.

Inquiry. A review of the literature suggests that inquiry allows students to become engaged, think critically, conceptualized questions and search for possible explanations to open-ended questions (National Research Council, 1996). Inquiry also promotes curiosity, enthusiasm and confidence (Chin & Kayalvizhi, 2002). Inquiry and project-based learning is the foundation of the WAY Academy-Muncie model.

Self-Directed Learning. Self-directed learners are generally described as motivated participants who efficiently control their own learning experiences (Keirns, 1998). This includes organizing and rehearsing information to be learned and holding positive beliefs about their personal capabilities, the value of learning and the factors that influence learning (Schunk &

Zimmerman, 1998) (Bouffare-Bouchard, 1990). Students learn self-direction through experience and self-reflection.Teachers can create learning environments that scaffold self-direction in students (pintrich, 1995). The inquiry learning model used in the WAY Academy-Muncie consistently provides opportunities for students to plan, organize, reflect, revise and manage projects within a learning community that guides and partners with students in such work.

Community of Learning. According to the What Works Clearinghouse, immersion in a small learning community has a positive impact on dropout prevention. Specifically, high school redirection program reports (What Works Clearinghouse, 2007) found moderate to high evidence for that program's impact on students staying in school, progressing in school and graduating. The key elements of that program were the fostering of sense of community, individualized attention within small groups, with teachers acting as mentors as well as instructors and a focus on literacy. Each of these elements is embodied in the WAY Academy-Muncie model.

Each of these four strategies is grounded in theoretical and empirical research, and the innovation of the WAY Academy-Muncie will be in its unique combination of the following interdependent strategies in the context of a blended learning model.

Vision for Growth

WAY Academy-Muncie has a vision for growth that starts out more aggressive and maintains a steady increase over a 5 year period. As an Educational Service Provider, we have experienced high enrollment within the first year of opening a school and a steady increase over time. The following chart outlines a plan that reflects this type of student enrollment growth over time.

Year	Grades	Enrollment
1		200
2		275
3	7-12	350
4		425
5		475
At Capacity		550/600

Beginning in year one, WAY Academy-Muncie will offer all grade levels available (7 - 12). The middle school students will give WAY Academy-Muncie a cohort of students moving into high school. By offering grades 9-12 within the first year, this will allow students who may be disengaged with the public school or those considering dropping out another alternative to

consider. WAY Academy-Muncie strives to positively impact the community as a whole and offering all grade levels within the first year will capture students who may otherwise decide to drop out. WAY Academy-Muncie will also strive to create a partnership with Muncie Community Schools to capture students who are not successful but may be a good fit for WAY Academy-Muncie. As a result of this partnership, the overall graduation rate of high school students in the community as a whole will be positively impacted.

Governance and Leadership

The WAY Program Leadership Team has a broad educational background with vast experience in educational and business leadership. The Co-Founders, Glen and Beth, have a proven track record of opening and managing successful charter schools with Lake Superior State University and Central Michigan University as well as working with traditional public schools to provide the WAY Program blended learning model. The team as a whole has extensive experience in fiscal responsibility and management, operations and facility management, educational leadership and coaching and compliance and accountability.

The WAY Program Leadership Team is dedicated to the vision and mission of the organization; ensuring engaging and encouraging educational opportunities for all young people. This cohesive team shares a foundational philosophy of education. All WAY team members consider it their responsibility to be an active participant; sharing their views, pushing back on each other ideas in order to increase capacity and reflecting on possible outcomes. All members of this Team are essential to the success of the organization and each knows their roles and responsibilities but at the same time supports each other in accomplishing the goals of the task at hand.

There is respect among all team members that compels direct and open communication on all issues. This ensure that all team members communicate effectively face-to-face and virtually. The WAY Program Leadership Team is able to gather information from each member as it relates to education, law, finance and business, marketing and enrollment, risk management, and board governance to develop strategic planning and next steps. Thus, all team members have contributed to the success of this application. The WAY Program Leadership Team is committed to doing what it takes to get the job done right.

SECTION I: Evidence of Capacity

School Governance

1. Key Members

Applicant Group	Current Role	Proposed Role
Glen Taylor	Co-Founder	Advisement and Consulting
Beth Baker	Co-Founder	Advisement and Consulting

Jennifer Hernandez	Superintendent	Project Manager
Rich Klemm	Director of Client Success	Implementation Management
Madeline Black	Assistant Superintendent	Leadership Development
Scott Henwood	School Director	School Governance and Community Outreach
Brett Emil	Director of Development	Curriculum, Instruction & Training
Kelli Glenn	Business Director	Business and Finance Management
Paul Fershee	Chief of Operations	Operations and Facility Management
Kyle Karriker	Administrative Assistant to Superintendent	Marketing and Enrollment

2. Qualifications and Experience

Glen Taylor is the Executive Director of WAY Program. Mr. Taylor co-founded Widening Advancements for Youth, a not for profit organization to assist other districts in replicating the WAY, Widening Advancements for Youth. The program has been very successful in the re-engagement of teens back into the learning process. Throughout his career, Mr. Taylor has also served as Executive Director of Innovation/State and Federal Programs as well as, a principal, athletic director and teacher. Mr. Taylor has been recognized nationally for his leadership in servicing teens in Michigan. He is a member of the Consensus for Change Think Tank, comprised of legislative, educational and business leaders from around the state. He regularly presents at regional and national conferences. He hosts various professional groups comprised of teachers, administrators and regional consultants about new educational innovations. Mr. Taylor has actively served as member of the State Executive Board Committee for the Michigan Association of State and Federal Program Specialists since 2004. He has also chaired the District Vision Committee responsible for district strategic planning.

Beth Baker currently serves as the Co-founder and Executive Director of WAY, Widening Advancements for Youth. She provides leadership in the development of strategic partnerships and education opportunities leading to a high school diploma. Beth presents internationally and with the WAY team is currently developing a high school for underserved youth in Mexico. Ms. Baker served as an Education/School Reform Consultant for Wayne County RESA, providing leadership and technical assistance for 34 school districts and 350,000 students. She developed and implemented professional learning communities and grant opportunities for Models of Proficiencies and Standards Focused Project Based Learning and Assessment. Ms. Baker provided leadership and assistance in the development of Michigan's pilot cyber school. She also served as a leader in the development of the New Tech High School Network in

Michigan. Beth develops structures, strategies, and skills to effect organizational efforts resulting in healthy learning communities for young people and adults.

Jennifer Hernandez serves as the Superintendent for WAY Charter Schools. She is a visionary educator and administrator with proven leadership abilities in oversight of multiple districts and programs. Ms. Hernandez has 27 years of experience in public education in the City of Detroit. She began her career in elementary education where she spent 12 years as a Reading Recovery Teacher Leader training teachers through Oakland University and implementing the intervention program in 10 elementary schools with Detroit Public Schools. She applied her strong background of Reading and Literacy to her position as Director of Equity and Innovation for the Education Achievement Authority. In this capacity, she developed academically rich programs for elementary and high school specializing in blended learning models of instruction. Ms. Hernandez currently contributes to the development of the curriculum and educational program, by developing competency- based courses that include national standards plus holistic competencies to create learning paths that prepare students to graduate; college, career, and workforce ready.

Rich Klemm currently serves as the Director for Partner Sites working with all the public schools that have adopted the WAY Program model. Before joining the WAY team, Mr. Klemm served as the Assistant Superintendent of Niles Public Schools where one of his responsibilities was to provide oversight for the WAY Program within the district. In addition to these duties, he was also responsible for all non-traditional education programs within the district and served as the personnel director, student and family liaison, as well has the district hearing officer.

Madeline Black has been working side-by-side with the Co-Founders of Widening Advancement for Youth in not only opening the WAY Charter Schools, but also in the day-to-day operations of the schools In establishing public charter schools. Ms. Black utilizes staff training and development for the establishment of learning communities where continual improvement and growth are valued and pursued. Ms. Black has also worked to establish WAY American schools in both China and Brazil working closely with their teaching staff. As a School Director, she has maintained a fiscally responsible school level budget, 100% on time and accurate legal compliance with the state and charter authorizers. Ms. Black has extensive experience in implementing the blended learning model WAY has developed and uses in all of its schools since '2008. As an Assistant Superintendent, Ms. Black has provided leadership coaching to School Directors to increase their capacity to manage all of the day-to- day operations while meeting the educational goals of the schools. She also facilitates community outreach and quality assurance measures across the WAY network.

Scott Henwood has been an educator now for eleven years. He is certified as a teacher and administrator in Indiana and Michigan. His specialties are in History, P.E./Health, and Building Administration. He also has a Masters degree in Administration and Supervision from Ball State University. Mr. Henwood spent his first three years teaching in Michigan. His next seven

years were spent in Indiana, where he taught for five years and was an administrator for two years. Mr. Henwood came to WAY Academy in June of 2017. He is excited about the opportunity of working with WAY as it continues to focus on changing the world of education. Mr. Henwood comes to WAY with his wife and six year old son. His interests include: Camping, Fishing, Sports, reading a good book, and having fun with his family.

Brett Emil, Director of Development, has ten years of experience in K-12 education. As a high school English teacher, he loved designing instruction and bringing creative ideas to life. Brett comes from a classroom teaching and instructional design background. Prior to joining the WAY team, he spent several years teaching at public schools and Wayne State University. Brett holds a Bachelor of Science in Secondary Education from Wayne State University and is currently attending Boise State University for a Masters of Science in Organizational Performance and Workplace Learning, specializing in Instructional Design. Outside of the office, you'll find him reading, playing board games, and hiking with his two sons and wife.

Kelli Glenn, Director of Finance, has 24 years of experience in the complex and ever changing environment of school finance. Prior to joining WAY Program, Kelli was employed with several Public Schools working with both thriving and financially challenged schools districts. Ms. Glenn has direct knowledge of Public School Academy Budgeting, Cash Management, Auditing Standards and establishing strong Internal Controls. Kelli also has more than 20 years of experience working with Grants and Federal Funds. While working in the Public School Arena, Kelli had financial oversight of a $64 million dollar Bond Project that came in under budget and on time and helped negotiate a 10% salary reduction to reduce costs in a deficit district. Ms. Glenn holds a Bachelor of Science degree in Accounting from Eastern Michigan University and attended the Colorado State University Masters of Science in Accounting program. Ms. Glenn is also a member of MSBO (Michigan School Business Officials) where she holds a CFO certification.

Paul Fershee is the Chief of Operations Officer of WAY Program providing input and oversight for 3 Charter Districts with 6 school building sites. He is responsible for facilitating and coordinating company processes and communications. He has immediate responsibility for facilities, school nutrition and regulatory compliance. His professional experience includes senior executive positions with insurance companies and insurance service operations. Paul is a licensed attorney in Michigan. Mr. Fershee is the past president of Detroit Rotary and on the Athletic Committee for the Detroit Athletic Club.

Kyle Karriker Is the Administrative Assistant to the Superintendent. Kyle joined WAY program with four years of experience as an administrative assistant , partially with the Washtenaw Intermediate School District. Kyle is responsible for district-level McKinney-Vento liaison tasks, marketing, managing job postings, director meeting coordination, managing parent coordinators, and district-level data tasks. Kyle has a Bachelor's of Science in Public and Nonprofit Administration from Eastern Michigan University. While attending EMU, Kyle

volunteered in several nonprofits including Starfish Family Services, Active Minds, and Salvation Army.

3. Resumes

See **Attachment 1** for resumes of each member of the applicant group.

4. Governance Structure

WAY Academy-Muncie will have an independent governing board comprised of at least 5 board members: President, Vice President, Secretary, Treasurer and Board Members. Candidates will have strong knowledge of student advocacy, legal issues in education, community relations, and management (business and finance). The Board will reflect the diverse community it serves to ensure varying viewpoints. Currently, the board is seeking members from the Muncie Community. Board members from the community will not only ensure there is active board participation but it establishes the school as part of the community and will act in the best interests of the school community. The Board will create a screening and application process in accordance with state law and Indiana Charter School Board policies.

The Governing Board will be responsible for overseeing the use of public funds to educate Indiana students, complying with all applicable federal and state laws, and monitoring the academic performance of the school. Additional duties include holding the Education Service Provider, WAY Program, accountable to: fulfilling the vision and mission of the school, high academic expectations and performance, providing a safe educational learning environment and developing community relations that embed the school in the community. This is accomplished through the adoption of board policies and administrative guidelines.

The WAY Academy-Muncie board will operate according to its adopted Bylaws and policies that include conflict of interest and code of ethics and charter contract with the Indiana Charter School Board. Below is a sample of a board calendar for the first year.

Board of Director Of WAY Academy-Muncie Annual Calendar of Regularly Scheduled Board Meetings Telephone- TBD Fax- TBD Pursuant of Indiana Open Door Law, 5-14-1.5 of 1977 and undated in 2008		
Date	Time	Location
August 5, 2019	6:00 p.m.	Academy Address
September 2, 2019	6:00 p.m.	Academy Address
October 7, 2019	6:00 p.m.	Academy Address

November 4, 2019	6:00 p.m.	Academy Address
December 2, 2019	6:00 p.m.	Academy Address
January 6, 2020	6:00 p.m.	Academy Address
February 3, 2020	6:00 p.m.	Academy Address
March 2, 2020	6:00 p.m.	Academy Address
April 6, 2020	6:00 p.m.	Academy Address
May 4, 2020	6:00 p.m.	Academy Address
June 1, 2020	6:00 p.m.	Academy Address
July 6, 2020	6:00 p.m.	Academy Address

NOTE: Meets the first Monday of the month
A copy of the meeting minutes are available for public inspection within 8 business days for proposed minutes and 5 business days for approved minutes. They can be accessed at: TBD
The Academy shall comply with subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC 12101 et seq. Or any successor law disabilities that will allow them to fully participate in Academy Board meetings. Should you require specific accommodation(s), please contact the following individual prior to the meeting.
The meeting will be conducted in accordance with the Open Door Law.
Posting Date: One week prior to the scheduled board meeting Posting Time: 6:00pm

The members of the applicant group,WAY Program, will seek out board development workshops and training opportunities for all Board members to acclimate them to the responsibilities of serving as Board Members and to increase their capacity in school operations. The Board will meet once a month for the first 1-2 years to ensure WAY Academy-Muncie is on track with the established timeline for opening in fall of 2019, set policies, monitor compliance and provide oversight of the school early on. Board members may participate virtually if a physical quorum is present. The Board's participation early on in the process establishes buy in and increases the effectiveness of the Board.

WAY Program is responsible for providing an Education Service Provider (ESP) Report at each board meeting consisting of the following key performance indicators: recruitment and enrollment, marketing, human resource management, facilities management, progress towards state compliance, monthly financials and other items requested from the Board or Authorizer. WAY Program will also share a compliance calendar with the Board to ensure transparency of all required reporting and deadlines. The School Director is responsible for providing the Board with a report consisting of the following key performance indicators: stakeholder involvement,

culture and climate, college and career readiness, student achievement and growth via a data dashboard and other items requested from the Board or Authorizer. Monthly Financial Report.

5. Advisory Bodies and Councils

The Board will determine the advisory bodies, councils and committees that it will need to operate effectively. WAY Program will support the board in reaching these goals.

6. Grievance Process

In accordance with our vision and mission, WAY Academy-Muncie staff recognizes the benefits of working with stakeholders to improve the educational program for all students. All staff are instructors of project-based learning that includes critical thinking and problem solving in real world contexts. Complaints are an opportunity for staff to demonstrate these skills. All complaints are given the utmost attention and are considered opportunities to work with the stakeholders to improve the educational program and meet the needs of all students. Complaints are derived from genuine concerns stakeholders have regarding the students we serve. In order to better prepare staff in working with all stakeholders; professional development will be provided on topics such as family voice and choice, restorative practices and non-violent crisis intervention.

All stakeholders including parents should try to resolve their disputes with the school personnel that are directly involved.   WAY Academy-Muncie school leadership recognizes that teachers may not have the authority or skill to handle some disputes and stakeholders may want to speak with a person in authority. At that point, the School Leader will address the complaint or grievance. If stakeholders are not satisfied with the School Leaders decision, they can file a complaint with the Superintendent's Office. Based on experience, most complaints can be resolved once they reach the Superintendent's Office. Occasionally, a complaint makes it to the School Board. At such time, the Board will hear complaints at their next regularly scheduled board meeting.

7. School Leader Qualifications

Scott Henwood will be the interim School Director for WAY Academy-Muncie. Mr. Henwood has a successful history as a school leader in Indiana and holds an Indiana administrator certificate. Mr. Henwood moved to Flint, Michigan in June of 2017. After his extensive training in the WAY blended learning model, he realized the positive impact the program would have on the Muncie community. He has been an advocate for a charter school in Muncie. Mr. Henwood is currently the School Director for WAY Academy-Flint and is an ideal candidate to assist in recruiting a permanent school leader.

WAY Program follows a Talent Hiring Protocol which ensures consistent hiring practices and an On-boarding Protocol that ensures candidates are highly qualified, certified and background

checked in accordance with Indiana State Law. These protocols are instrumental in finding a candidate that is a good fit for carrying out the vision and mission of the school.

Once approved for a charter by the ICSB, WAY Program will actively search for a high performing school leader by using the Indiana Department of Education, K12jobspot, Indeed and the school website. A school leader must hold an Indiana Administrative Certification, Indiana Teaching Certification (preferred), Bachelor's Degree (required) and Master's Degree (preferred) in order to apply. Essential skills focus on the mission of WAY Academy-Muncie and include: broad educational experience working with at-risk youth to engage them in the educational experience, excellent organizational skills, demonstrate leadership ability, excellent communication skills and the ability to build and foster positive working relationships with all stakeholders and computer literate. Key tasks focus on the vision of WAY Academy-Muncie and include: lead, manage and evaluate staff adhering to the employee handbook, board policies and appropriate state laws, model instructional leadership in the educational program by coaching teachers, collaborate with community partners to remove barriers and provide resources to students and their families, effectively communicate with WAY Program Central Office to ensure policies, practices and educational model are followed, monitor school data consistently and seek ways to improve in all areas by developing a plan, provide interventions to students as necessary, ensure equity and access to education for all students, foster a positive and supportive climate and culture.

All candidate resumes and applications will be screened by our Human Resource Department. Applicants that meet the minimum requirements will be sent on for a second screening by the Superintendent's Office. All selected candidates will be schedule for two rounds of panel interviews. Each panel is comprised of a minimum of two interviewers. Applicants are scored against a 15 point rubric by both interview panels and a debriefing session is held to discuss candidate with the greatest potential. Applicants are narrowed down to 2 potential candidates and references are checked. Those candidates are then interviewed by the Co-Founders of WAY Program, Beth Baker and Glen Taylor. A final decision is made in conjunction with the Superintendent.

8. Leaders of the Development of the School

Jennifer Hernandez will be the project manager for the overall development of the school using the start-up manual. She will monitor adherence to the timeline by problem-solving and removing barriers, ensuring all goals are met by their deadlines so progress can continue, making adjustments when appropriate and finalizing decisions with the team. Ms. Hernandez will also focus on governance and management, operations This will require Ms. Hernandez to be on the ground in Indiana.

WAY Program will use its current central office staff to perform their respective roles and responsibilities as they pertain the WAY Academy-Muncie. There qualifications are outlined in question 2 and their resumes are included in **Attachment 1**. Below are the additional members

of WAY Program that are not referenced in the above section but will assume their respective roles and responsibilities as they pertain the WAY Academy-Muncie.

Michelle Sarkody has been with WAY Program since 2010. She is currently serving as the **Director of Compliance and Accountability** for WAY Program. Mrs. Sarkody's responsibilities include completion and submission of numerous state and federal forms on behalf of the Academy sites Michelle also assists with WAY partner sites with the same task, ensuring compliance documents are completed, submitted, and uploaded to the Academy site authorizers, handles pupil accounting for Academy site locations, REP reporting, MCIR reporting and much more.

Darrell is the **Director of Multimedia and Design**. He administers the overall goals, policy, workflow, and projects for the multimedia and technology departments. This includes the design, development, and support of web-based initiatives, video needs, marketing initiatives, pupil accounting, and technology services. He is also responsible for aligning multimedia technology services into a unified, formal structure and provide supervision, leadership, implementation, and strategic planning for these services.Darrell's twenty-plus year career in Instructional Technology and Web Application Development has encompassed a diverse set of experiences, from hands-on technology development and implementation to project management and administration for Wayne County and statewide school systems. During this time he has successfully completed many large-scale technology initiatives, including the acquisition, logistics, and implementation of distance learning technology packages for Detroit Public Schools, enterprise-level technology deployment for Wayne County schools, and development of statewide government streaming video systems for Michigan REMC Association and the Michigan Department of Education.

Mark's is the **Network Administrator**. He has nineteen year career in Information Technology experience includes, but not limited to, Network LAN WAN implementation, Management of technical department personnel. Technical Lead for the installation of a multi campus Windows and Apple server farm. The development Lead of new data center operations and security procedures.

All staff will be compensated by WAY Program.

9. School's Administrative and Management Team

After the first year, a transition plan will be created to on-board central office staff specific to WAY Academy-Muncie. This process will begin in May of 2020. At any point, if it is determined that the current central office team is not sufficient then this process will begin immediately. The Program Manager, Jennifer Hernandez will monitor the flow of operations, support to school and compliance and accuracy of reporting to determine the needed of central office

staffing. The process for hiring additional central office staff will follow the same Hiring and On-Boarding Protocols WAY Program used for the school leader and teachers.

Educational Service Provider

1. Not Applicable

2. Education Service Provider

2A. Overview

In 2007, WAY's founders Glen Taylor and Beth Baker conducted an international search for a model of success in personalizing education for disenfranchised youth. Their intent was to pilot a program that would revolutionize the educational system in the United States. They decided that Notschool.net, the flagship program of the Inclusion Trust, a non-profit organization in the United Kingdom, possessed the attributes most worthy of emulation.

A pilot program was launched in February of 2009. The success and positive feedback from the participating districts led to the foundation of the WAY Program (Widening Advancements for Youth) a non-profit organization, in July of 2010. The Program's focus is to re-engage youth across the United States, using the model that is based on the highly acclaimed NotSchool. The WAY Program currently has the only official affiliation with the Inclusion Trust within the United States.

WAY's operations are carried out by a nonprofit corporation named WAY Widening Advancements For Youth, which was incorporated on August 25, 2010 under the Michigan Nonprofit Corporation Act. The address of the registered office of the corporation is 369 Main Street, Belleville, Michigan 48111.The leadership team includes: Co-Founders Glen Taylor and Beth Baker, Rich Klemm (Director of Client Success), Jennifer Hernandez (Superintendent), Madeline Black (Assistant Superintendent), Michelle Sarkody (Director of Compliance and Accountability), Kelli Glenn (Business Director), Darrell Wannamaker (Director of Multimedia and Design), and Brett Emil (Director of Development)

WAY partners with districts and Intermediate School Districts to provide a complete learning package which includes state-of-the-art technology, and access to project based online learning. Districts include: Clio Public Schools, Niles Public Schools, East Jackson Community Schools, Livingston Intermediate School District, Watervliet Public Schools and Mt. Pleasant Public Schools. WAY Charter Schools include: WAY Academy-Flint located in Flint, Michigan, WAY Academy District which includes WAY Academy West Campus (Detroit), WAY Academy Southwest Campus (Detroit) and WAY Academy East Campus (Roseville) and WAY Michigan (cyber school for the state of Michigan).

2B. Selection Process

The ESP is the organizer of the charter school. Therefore no other ESPs were considered. WAY is AdvancEd/NCA accredited and under the scrutiny and advisement of the AdvancEd review team WAY began opening charter schools. WAY Charter Schools and partner districts successfully services urban and rural at-risk youth. All of our charter schools are fiscally responsible and financially sound as monitored by the state of Michigan.

2C. The terms are addressed in the Education Service Provider **Attachment 3**

2D. Proposed Management Contract

Once the Board is in place, it will retain independent legal counsel to represent WAY Academy-Muncie. The attached ESP agreement in draft form will be presented and negotiations between the Board's independent legal counsel and WAY Program's legal counsel. WAY as the organizer cannot and will not select counsel for the board as it is a conflict of interest.

2E.. There are existing or potential conflicts of interest between the school's governing board and the proposed Education Service Provider or any affiliated business entities.

2F. Service Provider Authorization

The attached articles of incorporation provides evidence that the service provider is authorized to do business in Indiana.

2G. Independent Assurances

WAY Program assures that the governing board will be structionaly independent of the Education Service Provider, WAY Program, and shall set and approve school policies. The terms of the service contract must be reached by organizer and the ESP through an arms-length negotiation in which WAY Program is represented by separate and independent legal counsel.

3. Governance and Operational Structure

Please review **Attachment 3.**

Network Vision, Growth Plan and Capacity

This section is not applicable to this application.

SECTION II: SCHOOL DESIGN

Education Plan

Innovation

1. Other statewide for-profit programs like K-12 and Connections Academy serve as a form of competition for possible enrollees in WAY Academy-Muncie. These programs offer 100% online course-based, skill building instruction in an online environment without supports and

interventions. This traditional instruction model determines for students what content they will learn and how they will learn it.

WAY Academy-Muncie will offer a complete learning package which includes state-of-the-art technology at school and home and internet access to a project based curriculum online 24 hours a day 7 days a week year round. Each student has access to a team of dedicated mentors and Highly Qualified teachers, who work with the students' personalized curriculum – ensuring that each individual learns what they need, to earn their high school diploma, where they want, how they want and when they want. Whether they are in their home or in the WAY Academy-Muncie lab, this alternative scenario allows students a chance to succeed within an environment more suitable to their needs without jeopardizing the established school system. WAY Academy-Muncie ensures a new wave of positive contributions to society while saving tax dollars and improving the community overall. The WAY blended learning model is a proven option that allows a student more control over his or her educational experience.

Home Visits. From the point of initial enrollment home visits are routinely conducted to ensure all students and their parent(s) are actively involved in the educational program. The process of initial enrollment begins when a student expresses interest in the program, and two (2) staff members complete an initial home visit. At this initial meeting the staff members discuss and explain the program, answer questions, and address any issues or concerns raised by the student or parent(s).

Layers of Support. The following framework provides expectations, outcomes, and assessment tools used to attain our vision, mission, and goals. These include the Team Leader, Mentor, and HERO Technician. The team leader provides an additional layer of support by conducting home visits, acting as a liaison with the home and family, identifying and implementing local support systems, establishing internships, linking students with community project partners, and coordinating all aspects of the student's education. The team leader ensure that all barriers to learning are removed.

Team leaders also act as the liaison for college awareness and college transition programs. All team leaders working with freshmen and sophomores act as college awareness coaches and will assist students in identifying career goals, revisions of the Educational Development Plans (EDPs), and creating plans of action for post-secondary education. Team leaders working with juniors and seniors serve as college transition coaches, working collaboratively with the student in college exploration, college admissions, financial aid and scholarship completion, honing of the EDP, resume and interview skills, and development of a community resource network for post-secondary success.

The foundation of supports begins with a mentor who engages in daily dialogue about learning with each of their mentees. This is the one person who builds a positive relationship with the student to ensure that the support is personalized. Each mentor works with a small cohort of students on a 1:10 teacher/student ratio.

Cost Savings. The relatively modest space requirements of the learning lab significantly reduces the overhead burden on the WAY Academy-Muncie school program, allowing funds to be invested primarily in supports and instructional staffing along with appropriate technology resources. In addition, to the reduces spatial requirements the implementation of a blended learning concept allows students to access learning with live coaching 24 hours a day, 365 days a year. Learning is not bound by the constraints of time and space.

2. Prior to determining the appropriate curricular approach, the development team compared an inquiry/project-based curriculum to a traditional curriculum to determine which of the approaches would best serve the targeted population of students. Areas that were assessed included the principle learning theory employed by the models, student engagement in the models, the role of the student, the role of the teacher, the curriculum goals, the assessment measures, and the domains of knowledge of the models. The chart below details the information compiled.

Areas Assessed	Inquiry / Project-Based	Traditional
Principle Learning Theory	Constructivism	Behaviorism
Student Involvement in Outcomes	Increase in Responsibility	Decrease in Responsibility
Student Engagement	Active	Passive
Student Role	Problem Solvers	Follow Directions
Teacher Role	Guide/Facilitate	Director / Transmit
Curriculum Goals	Process Oriented	Product Oriented
Assessment Measures	Direct	Indirect
Domains of Knowledge	Multiple	Single

Principle Learning Theory. Constructivism deals with the way people create meaning of the world through a series of individual constructs (filters) and enables students to experience the learning environment first-hand, giving the students authentic knowledge. Behaviorism deals with the principle of stimulus-response where the learner is passive and responds to external stimuli, generally through positive or negative reinforcement. The WAY development team feels that the constructivist learning theory is more appropriate to the targeted population for the school.

Student Involvement. The development team feels that the targeted population of students need to be involved in their outcomes and have an increased responsibility in learning.

Student Engagement: The development team wants to ensure that the curriculum model adopted by WAY ensures that students will be active participants in their learning.

Student Role. Critical thinking and problem solving are key global skills for students in education and the development team wants to ensure that students are engaged in real world, authentic problem solving versus being passive learners.

Teacher Role. The development team wants to ensure that teachers serve in the role of guidance and facilitation of learning rather than being the sole director of learning.

Curriculum Goals. The WAY development team feels that the process of learning is just as critical to education as the outcome, or product, of learning. In an inquiry/project-based learning environment the focus is on the process of learning.

Assessment Measures. Authentic assessments, such as projects in project-based learning, are viewed as direct measures of student performance, since tasks are designed to incorporate contexts, problems and solutions that are used in real life. Traditional tests, assessments and standardized instruments tend only to assess one domain of knowledge or skill since test items are designed to represent competence by extracting knowledge and skills from their real-life contexts. The development team feels that authentic, project-based assessments reflect real life tasks in ways that a one-shot or indirect evaluation connot and are therefore, more appropriate for the targeted population of students.

Domains of Knowledge. The WAY development team wants to ensure that the curriculum model employed by WAY Academy-Muncie represents a cross-curricular approach to learning rather than addressing a single domain of learning in content areas, which does not allow student to understand the interrelationship of learning constructs.

3. WAY Academy-Muncie serves at-risk youth that would otherwise dropout of the Indiana education system. WAY Academy-Muncie will set high expectations for student growth and achievement by maintaining an upward trend in the following measures. Therefore, ICSB will hold WAY Academy-Muncie accountable very similar to other authorized schools.

Measure 1: Student Growth		
Grades	**Metrics**	**Growth Targets**
7-12	Growth made by students between tests in core subject areas as measured by Performance Series® by Scantron or NWEA	Over the period of the contract, FAY students will show an upward trend in the percentage of students that met their assessment projected annual target

FAY students are defined as those students who have tested in both the fall and spring NWEA testing windows of each academic year.

Measure 2: Student Achievement		
Grades	**Metrics**	**Growth Targets**
7 & 8	ILEARN (English Language Arts & Mathematics)	
10	Indiana Statewide Testing for Educational Progress-Plus (ISTEP+10)	
11	Indiana Statewide Testing for Educational Progress-Plus (ISTEP+10 (retest))	The Academy will meet state requirements
12	Indiana Statewide Testing for Educational Progress-Plus (ISTEP+10 (retest))	

As measured by state assessments and reported on the Student Centered Accountability System.

Measure 3: Academy Specific Goals			
Goal	**Measure**	**Metric**	**Target**
Individualized mastery of 70% of the applicable standards in each content area as measured by learning artifacts assessed using a standards-focused rubric.	Credit attainment	Mastery of standards for each content area as measured by credit attained	Students who have been enrolled for 1 or more years FAY will meet or exceed the goal

Curriculum and Instructional Design

1. The WAY Model is delivered through a blended learning model. Students attend the learning lab (school) for 3. 5 hours per day for face-to-face instruction with certified teachers. Middle school students attend 5 half days per week whereas high schools students attend 4 half days with the option of a fifth half day for one-on-one and small group instruction. The classroom ratio of teachers to students is 1:25 for middle and high school. Students are scheduled in classes based on what courses they need in the grade level sequence and what courses are needed to graduate. Student have the opportunity to select their courses. Therefore, 9th through 12 graders are in the same classes. Grade levels and class rank are not emphasized rather the number of credits needed to graduate are the focus.

Students can access their high school learning plan which shows all of their courses and progress towards completion. This creates accountability for students; it requires them to manage their time and workload to ensure all courses are actively being completed. It also

allows them to see when they submit an artifact and how much credit they received. Below is a sample of a learning plan from the students view. (see the sample below)
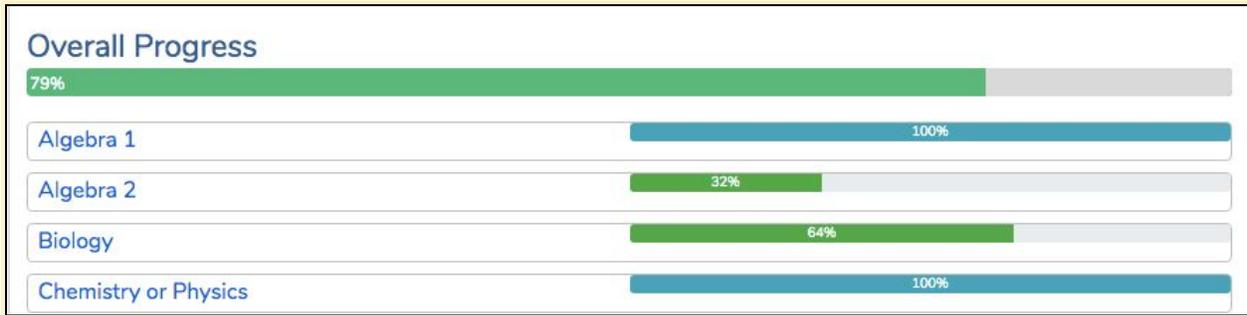
The graduation plan shows the progress towards graduation. Students are now accountable for planning when they will graduate and ensuring all course are complete 30 days prior to graduation. This teaches students how to set long term goals; by the end of year one the Overall Progress should be 25% completed. Students have to be accountable for their learning so they will empower themselves to succeed. Accountability also triggers intrinsic motivation, which is the best form of motivation. Below you can see this student has earned 17.5 credits out of the 22 needed to graduate. This level of transparency holds student accountable for their own learning.
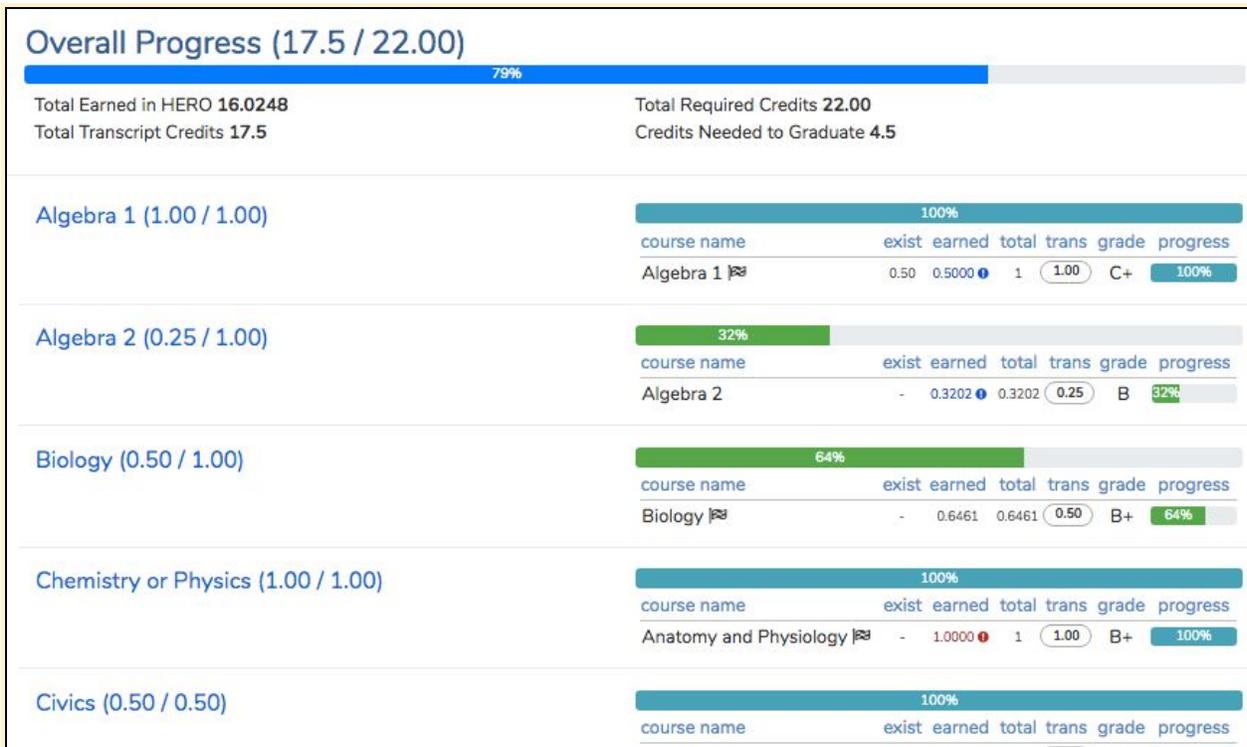
Students are graded according to a standards based rubric. Students have access to all the rubrics for all of their courses. This transparency allows them to see exactly what they need to do to earn a score of 1, 2, or 3. Teachers provide feedback to students using the Seven Habits of Effective Feedback. Student are then able to revise their work to increase their rubric score based on the feedback they receive. Below is a sample of the rubric used for Biology. Students who score a 1 or better are given credit for mastery of Biology standards.

Teachers host projects in the learning lab that are cross curricular using project-based learning method of instruction. Students have access to their courses 24 hours a day 7 days per week via the HERO learning system and are expected to work from home, therefore they are required to work from the other half of the day.

The learning lab is an open concept floor plan and students rotate to areas where the four core content areas are being taught. Middle school is in a separate area from high school due to the difference in age and maturity. Students sit at long tables instead of desks, the atmosphere lends itself to more of an office feel this has been found to reduce discipline issues because there is an expectation of completing work and reaching goals. Teachers are viewed at partners with students in the learning process so relationship and trust are key to the success of the program.

2. Project based learning is a powerful teaching method that does the following:Motivates students, prepares students for college, careers, and citizenship, helps students meet standards and do well on tests that ask students to demonstrate in-depth knowledge and thinking skills, allows teachers to teach in a more satisfying way, provides schools and districts with new ways to communicate and to connect with parents, communities, and the wider world.

A major study (Conley, 2005) of what it takes to succeed in entry-level college courses found the following general "habits of mind" to be key, along with subject-specific knowledge and skills: Critical-thinking skills, Analytical-thinking skills, Problem-solving skills, Open to and utilizes critical feedback, Open to possible failures at times, Clear and convincing written and

oral expression, Can weigh sources for importance and credibility, Can draw inferences and reach conclusions independently and Time management skills.

3. The only initial variation would be how to differentiate instruction based on the individual needs of students. Upon implementation, changes will occur as more is learned about the population being served.

4. Each course has a list of standard-based strands that describes what students need to demonstrate to complete the course. A strand is a critical knowledge or skill a student needs to master in order to earn credit. Students advance in a course upon demonstrating mastery of these strands.

The strands are based on the national standards and will be aligned with the Indiana Academic Standards. The national standard sources include Common Core State Standards, Next Generation Science Standards, C3 Framework, SHAPE America, and National Core Arts Standards.

Attachment 6 provides our core curriculum scope and sequence for all the core subjects 7-12. Correlation documents will be created to ensure the these strands are aligned to the Indiana Academic Standards for the core curriculum. Any gaps will lead to additional rubrics and projects created for the course.

The example below shows how correlation documents will be created to ensure the Indiana Academic Standard aligns to the strand and specific project in the course curriculum sequence.

Indiana Academic Standard State Standard	Strand National Standard	Project Course Sequence
11-12.RL.4.1	ELA.11.RL.b	The Things They Carried

The above chart will be created for each course, showing alignment between the course sequence of projects and Indiana Academic Standards.

5. WAY Academy-Muncie will be a year round blended learning school that is open for the regular school day 4 days per week for a total of 166 days per school year. Staff will report on the 5th day of the week and students needing additional instruction and support can attend in the morning. Students will have access to interventions, one-on-one and small group instruction with their teachers. Teachers will have a preparation period on Fridays from 12:00-3:00. WAY Academy-Muncie will apply for the elearning waiver for days when the building may be closed due to building maintenance, weather conditions or professional

development. The elearning waiver will add an additional 9 days for a total of 175 days of instruction.

Students will attend and be engaged in 3.5 hours of instruction each day. The total instructional hours will be 612 face-to-face and the remaining hours will be through virtual distance learning. This is more than the required 50% of instruction but WAY Academy-Muncie wants to ensure access to education for all students.

Pupil Performance Standards

1. WAY Academy-Muncie students will be prepared for the academic rigors of college by meeting the eighth grade and twelfth grade Indiana Academic Standards for our exit standards. **Attachment 7** provides the list of strands for each course and correlation documents will be created to ensure the Indiana Academic Standard aligns to each strand.

2. Students need to demonstrate they are competent in the most vitally important knowledge and skills needed for success in the next grade level, promotion from grade 8 and 12, and success in career, college, and the 21st century. For each course, there is a list of strands that a student needs to demonstrate to complete the course. A strand is a critical knowledge or skill a student needs to master in order to earn credit. The strands are based on national standards like the Common Core State Standards and Next Generation Science Standards. Each strand represents a group or cluster of national standards. There are typically a total of 5 - 10 strands for each course, depending on the length and content of the course. Each strand will have multiple strand parts that make up the strand. These parts are the smaller learning objectives of the strand.

Student work is assessed for mastery of the course strand parts utilizing a proficiency based rubric. The rubric describes the levels of proficiency for each strand part. The rubrics use "I can…" statements for each description. Students may have unique learning experiences and demonstration tasks, but are assessed using this common rubric. The proficiency levels are based on Bloom's Taxonomy and Webb's Depth of Knowledge. The minimum requirement for a student to show mastery is a proficiency level 1. Progressing upward to proficiency level 2 and 3 shows a student can demonstrate the concepts at a higher complexity. A student can repeat strand parts as many times as they wish in order to demonstrate their mastery at a higher level. This means that if a student is initially evaluated at proficiency level 1 for a strand part, they are able to make edits to progress up to a proficiency level 2 or 3. The highest proficiency level is recorded and used to calculate GPA.

To complete a course, students must earn and demonstrate all of the strand parts of the course at a proficiency level of 1 or higher which is equivalent to a grade of "C" or better. Each time a student earns a strand part at a proficiency level 1 or higher, they will earn credit in the course. The amount of credit is based on the number of strand parts in the course. Once

students have completed the strands and strand parts with a "C" or better they have met the promotion criteria and graduation exit standards for grades 8 and 12.

Graduation Requirements (High School Only)

1. Earning Course Credit. To complete a course, students must earn and demonstrate all of the strand parts of the course at a proficiency level of 1 or higher, which is equivalent to a grade of "C" or better. Each time a student earns a strand part at a proficiency level 1 or higher, they will earn credit in the course. The amount of credit is based on the number of strand parts in the course.

Course	# of Strand Parts	Amount of Credit Per Strand Part
ELA 9	19	$1 \div 19$ = .05 Credit
ELA 10	19	$1 \div 19$ = .05 Credit
ELA 11	19	$1 \div 19$ = .05 Credit
ELA 12	19	$1 \div 19$ = .05 Credit
Economics	18	$1 \div 18$ = .06 Credit
U.S. History & Geography	22	$1 \div 22$ = .04 Credit
World History & Geography	22	$1 \div 22$ = .04 Credit
Civics	18	$1 \div 18$ = .06 Credit

Each time a student demonstrates a strand part at proficiency level 1-3, they earn the credit for that strand part. Note, the proficiency level demonstrated does not change the amount of credit earned. A "P" proficiency level represents a Possible and is calculated at zero. This is when the student is not proficient yet in the strand part, but it is possible for them to earn the strand part with revisions.

Below is an example of four students working on ELA 09 course and their credit amount. For example, Joey has demonstrated 2 of the 19 strand parts in the ELA 09 course. He has .10 credit in the course and 10% course progress.

English 9	Joey	Carlos	Alyssa	Felicia
# of Stand Parts Earned	2/9	18/19	15/19	8/19
Total Course Credit	.10	.95	.79	.42

Course Progress %	10%	95%	79%	42%

Letter Grades & GPA. To complete a course, students must earn all strand parts of the course at a proficiency level of 1 or higher. A student's transcript grade in a course is determined by the average proficiency level earned for the course strand parts. This number is then converted to a 4.0 GPA scale. Below is an example of how 4 students demonstrates ELA 09 strand parts at different proficiency levels and received different course GPA's.

English 9	Joey	Carlos	Alyssa	Felicia
Stand Part 1	1	2	1	3
Stand Part 2	(P) 0	1	3	2
Stand Part 3	1	2	3	3
Stand Part 4	2	1	2	3
Stand Part 5	(P) 0	1	3	3
Stand Part 6	3	2	2	3
Stand Part 7	1	2	2	3
Course GPA	1.14	1.57	2.29	2.85
Letter Grade	D+	C+	B+	A-
4.0 GPA Scale	1.33	2.00	3.00	3.67

See below for a sample of a student's transcript. We also offer courses in Career Development, Global Communications and Career Cruising but they are not credit bearing for Michigan students. WAY would offer these for WAY Academy-Muncie for credit and will explore additional electives and dual enrollment for a more robust selection of electives and Flex credit.

OFFICIAL TRANSCRIPT

Transfer: credit from previous school
Earned: course credit earned through WAY
Transcript: total credit for a course

WAY Academy of Flint
817 East Kearsley
Flint, MI 48503

810-412-8655

DOB: 1999-07-07 **Gender:** M

School ID: 10292
UIC:

Entry Date:
Active

Academic History

Required Courses

Course	Transfer	Earned	Transcript	Grade
Algebra 1	1.00	0	1.00	
Algebra 2	0.00	1	1.00	B+
Algebra Readiness	0.00	1	1.00	A+
Anatomy and Physiology	0.00	0.5	0.50	A+
Art 1	0.50	0	0.50	
Biology	0.50	0	0.50	
Biology	0.00	1	1.00	A
Civics	0.00	0.25	0.25	B+
Economics	0.00	0.5	0.50	A-
English 10	1.00	0	1.00	
English 11	0.00	0.75	0.75	
English 9	1.00	0	1.00	
Geometry	1.00	0	1.00	
Health	0.00	0.25	0.25	A+
Modern Technology	0.50	0	0.50	
Physical Science	0.50	0	0.50	
Physical education	0.50	0	0.50	
Spanish 1	0.50	0	0.50	
Technology 1	0.00	1	1.00	A-
US History	1.00	0	1.00	
Visual Art	0.00	0.25	0.25	C+
World History and Geography	0.00	0.25	0.25	B+

Electives

Course	Transfer	Earned	Transcript	Grade
JR ROTC	1.00	0	1.00	
JR ROTC 2ND YEAR	1.00	0	1.00	
JR ROTC DRILL TEAM	0.50	0	0.50	
Physical ed 9-12	0.50	0	0.50	
Psychology	0.00	0.25	0.25	B
Weight and conditioning	0.50	0	0.50	

Total Transcript credits: 17.25
Overall GPA: 3.39

Admin Signature: _____
Date Printed: 8/31/2018

Transcript is unofficial unless signed by a school official.

2. College Readiness. These graduation course requirements have been identified by the Indiana Department of Education as the standards needed to be career and college ready. They allow students the opportunity to be competitive applicants of two and four-year colleges and universities. Team Leaders assume the role of college and career coaches by ensuring

career oriented students complete resumes and cover letters and conduct mock interviews with students to prepare them for careers. This work is done in conjunction with a school advisory council to lead the college access strategies. Council members include school staff, parents and community members. These strategies mirror the state level College Access Network grant: Activities are as follows:

1. College Application Week Event-encourage and assist juniors and seniors in completing college application including essays for admittance.
2. College Cash Campaign-assists students with completing FAFSAs and applying for scholarships.
3. College Decision Day-a public celebration to reveal student's acceptance letters and what college or career tech program they have decided to pursue
4. College-Going Culture Self-Assessment-assesses current effectiveness of college advising program in three areas: capacity of staff to students ratio, focus time dedicated to college advising and training for school-based college and access professionals on post secondary planning. The advisory council creates a plan to correct gaps and deficiencies.
5. Metrics are tracked via the College and Career Dashboard.

3. Dropout Prevention. According to the 2008 National Dropout Prevention study conducted by What Works Clearinghouse assigning adult advocates in the form of mentors was highly recommended in preventing students from dropping out of school. The role of the mentor should "regularly monitor and review student performance and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement and emphasizes the importance of staying in school." Specifically the program Check and Connect was given high ratings for the effects it demonstrated on student staying in school. It also had positive effects on students progressing in school. As part of the Check and Connect program,"students receive tutoring from program staff in partnership with school personnel." Again the Check and Connect program had high ratings for the effect of staying in school and effects on progressing in school. As part of the Check and Connect program, "students participating in problem-solving skill training" results in high effects on staying in school and progressing in school.

Fall 2018, all of WAY Charter School mentors will be trained in the Check and Connect program. Follow up training will be ongoing in years 2 and 3. WAY Charter Schools currently has an embedded mentoring program for all students. Certified teachers are paid a stipend to mentor students toward graduation. In order to improve the program, we researched many programs and found Check and Connect to have the greatest impact in dropout prevention. WAY is committed to staying on the cutting edge of education to continually improve our program as research proven programs and practices are discovered.

School Calendar and Schedule

Please see **Attachment 8.**

1. WAY Academy-Muncie mission is to change lives by creating engaging and encouraging educational opportunities for all young people. In order to meet this mission, we must create the proper school culture. WAY Charter Schools has taken pride in creating a culture that is different than traditional schools. Our culture is built on: collaboration, inclusion, student centered, student choice and voice, strong student support network, being a community school, small class sizes, blended learning, respect, safety, and removing the barriers that have hindered the growth of students.

Everything starts with our HERO curriculum. This curriculum is available to our students anywhere there is an internet connection. Furthermore, it is a project-based curriculum that helps our students connect the academic world to the real world. This curriculum is available to our students 365 days a year, 24 hours a day, and 7 days a week. This gives our students the ability to not only learn, but keep on learning even after school hours. We use this curriculum in a blended model, meaning, the students use it at school and from home. This model provided are students the ability to catch up, if they have fallen behind academically. It also gives them the opportunity to accelerate their learning and move ahead. Our students are not locked into quarters and semesters like traditional schools. They are able to move through the curriculum at their pace.

Our school culture is built on support. Even before a students first day of school, we provide each student an induction day so that they are trained in HERO and how our school works. Furthermore, every student is assigned a mentor on the first day of school. The mentors help students to stay on track, develop goals and academic plans and remove barriers that are getting in the way of academics. In addition to the mentors and onsite teachers, we provide students access to certified online teachers that are available to help the students 24/7. This means that if a student gets stuck working from home they have someone available to help them immediately…they don't have to wait till the next day or Monday, if it is the weekend. Finally, WAY makes sure that it develops essential community partners in the surrounding location to provide support for the students and their families.

One cannot talk about the WAY Charter School culture without mentioning collaboration. From the beginning of enrollment, it is our goal to work with families in helping to provide a great education for their children. We continue to use collaboration in the classroom. Students are encouraged to work together on projects through our collaboration process, which includes students sitting down and filling out forms that design their group project. Collaboration is focus through the whole school year…from monthly parent meetings, to parent/student/staff/community surveys, to volunteer opportunities, and school committees to help improve the school.

Students are encouraged to use our project-based curriculum in way that they are taking ownership of their education. Staff know each and every student by name. The Central Office staff also know many of the students as well and they take time to speak with them when they visit the school. Also, students are able to use HERO to see instantly exactly where they stand when it comes to graduation, how much far they are in each class, and what classes they need to take and/or finish.

At WAY, we just do school differently. Our schools are designed with an open concept to encourage collaboration and inclusion. We provide students the opportunity to earn credit 365 days a year. We changed the traditional labels of people at the school to give the sense that we are all learners and play an important role in the education process. Students are called students, teachers are called experts, the school is called the learning lab, coursework is called artifacts and final products.

This process starts from the beginning of enrollment, student orientation, first day of school, through the school year, and all the way to graduation. We believe that our culture provides the recipe for student success.

2. **The Typical Day-Student Perspective**. All new incoming students will experience an induction process. The induction is a vital piece in establishing a strong relationship with students. The induction process sets a strong foundation for success from a student's first day through graduation. An induction generally lasts from 2 to 3 hours. The purpose of the day is to enable the young person to learn how to set up their equipment, navigate the HERO Learning System and learn the basics of the WAY Program community. It also to enable a parent to learn how to check their child's progress at the school and see what they are learning.

When students are ready to get into HERO, they will need to be given their ID and password. They should change their password immediately. Security issues need to be explained to students and parents at inductions and again during the home visit. Induction staff will need to work closely with the students at this point, to enable them to master as many features of HERO as they are able. This will vary considerably. Remind students that by using and experimenting with HERO at home they will learn much more and soon become proficient. After the induction, the student is able to take his/her computer home.

On Monday morning, Daryl arrives at WAY Academy-Muncie. As he entered, he saw that it did not look or feel much like a school. Unlike what a student encounters in a typical classroom where the teacher in charge is quite evident, it was not apparent who was in charge as students did their work, moved about the room, talked with one another, or interacted with adults who were in the room. The room had tables and chairs with computers on them. Some students were working with a computer, alone or with one or two other students. The room resembled the computer lab at Daryl's previous school; yet, people were functioning in a way unlike the computer lab at his previous school. Students moved around the room, and

interacted with others. In the corner of the room he saw what looked like a teacher with a group of seven or eight students who seemed to be doing school work.

Daryl meets with his mentor who advised him on his learning plan and ensures he has a strong plan for the week while discussing any potential barriers to success. Based on his learning plan, Daryl will participate in social studies and biology projects while in the lab. He works within groups of students who are focused on earning the same state standard-based competencies. He spends time working to create a community of genetically enhanced rats for biology. The project calls for students to understand the concept of adaptation and what happens to ecosystems when the environment changes. As part of the project, Daryl will also earn visual art credit. His social studies project requires him to write a newspaper article from a historical perspective. He will use his research from the project to participate in a debate with other students about current polarizing political issues in today's society.

Daryl will be in the physical building until lunchtime. After lunch, Daryl will leave for the day; however, he is expected to go home and continue working online. Daryl may have arranged for an internship or a dual enrollment opportunity as part of his afternoon. Daryl will return to the lab tomorrow to continue working on his projects. He will, however, have scheduled time to meet with his Title I math teacher. Daryl is working with the teacher to increase his math abilities and complete targeted math projects.

3. **The Typical Day-Teacher Perspective**. Ms. Smith is a certified science teacher at WAY Academy-Muncie. She teaches 3 hours of science courses in the morning starting at 8:30 am. Ms. Smith is required to arrive at least 30 minutes prior to the start of classes. This time is used to prep the science lab and prepare to receive her students. Each class is approximately 50 minutes long. After lunch, she teaches the remaining 3 hours similar to her morning classes. The students at WAY Academy-Muncie are enrolled in a blended learning model. They attend either the morning or afternoon face-to-face classes at the school depending on their schedule. In the afternoon, they are virtual learners on the HERO Learning System working off campus to complete their required hours of instruction. WAY Academy-Muncie provides students with a chromebook and internet service at their home as needed. By doing so, all barriers to their education are resolved. Ms. Smith knows that she has more flexibility in assigning coursework to complete at home because students have numerous resources at their fingertips once they leave the school. She also know that they have a network on online teachers working 24 hours a day 7 days a week to support her students if they should have a question or need one-on-one instruction. Ms. Smith also does not hesitate to assign group work because her students have the means to collaborate virtually on assignments. Ms. Smith values research and collaboration as 21st Century Skills, she knows these skills will prepare them for college and career.

On Monday morning, students arrive early to participate in the breakfast program. Students enter the school and are greeted by the administrative assistant the security guard where they sign into the lab for the morning. After breakfast Ms. Smith's meets with her mentees for 30

minutes before classes begin. She is their mentor and academic advisor; making sure all her mentees have a strong academic engagement plan for the week and discussing any potential barriers to success.

Ms. Smith meets with her first science class and she has personalized a biology project for a group of her students who need to earn the same Indiana state standards to complete the course. Students are guided through the project seeking answers to the essential question that requires them to create a community of genetically enhanced rats. The project calls for students to understand the concept of adaptation and what happens to ecosystems when the environment changes. As part of the project, they will also earn visual art credit because they have to create a final product demonstrating their knowledge of the standards using multimedia.

Ms. Smith's next two classes are Chemistry and Earth and Space Science. She has a sound educational background in project-based learning; thus is more of a facilitator of learning. Students are driven by the curriculum which requires them to be independent and self-directed. Some of her students in her 3rd hour have created their own project idea. Ms. Smith has a comprehensive understanding of the Indiana State Standards and the Next Generation Science Standards, so she has incorporated a phenomena that will spark active questioning from her students to seek answers through using models.

After the morning is over, Ms. Smith eats her lunch with Mr. Jones who is also working with the students who created the Earth and Space Science project. This project is cross curricular so students will earn science standards and math standards. As lunch is being served student are leaving and the afternoon students are arriving and finishing their lunch. Ms. Smith's afternoon schedule looks very similar to her morning with the exception that she is teaching General Science instead of Earth and Space Science. Her courses will vary depending on what the needs of her students are.

Supplemental Programming

1. WAY Academy-Muncie will offer a year round program with a month off during the summer. All students can attend during the summer months. The school will be fully staffed and the academic program will continue as a regular day of school. This is not considered summer school but a year round academic program.

2. WAY Academy-Muncie will offer visual arts, theatre, music and physical education through the HERO Learning System. Certified online teachers guide students through projects designed to demonstrate the student's ability to master the standards for each course. Students may be asked to keep a daily log of exercises their talend by submitting pictures, videos and logs of

3. WAY Academy-Muncie will employ a school social worker to work with special education students but this person is available for emergency situations with students and in identifying students that may need services. WAY Academy-Muncie will partner with outside agencies to refer students in need of support services. WAY Academy-Muncie is also open to partnering with outside agencies to provide services in the learning lab to students whose parents have given written permission for services. WAY Academy-Muncie staff will be trained in Restorative Practices and Non-violent Crisis Interventions to prepare them for addressing some of the emotional and social issues that arise with young people. Mentors are also a form of support because they have a positive relationship with students.

4. WAY Academy is on a mission to educate, train, and support the next generation of problem solvers. The curriculum integrates entrepreneurship, STEM, and design-thinking to equip students with the 21st century skills necessary to create market-based solutions to social problems. Students will Identify social problems, understand root causes of systemic issues, explore being a social entrepreneur, connect with community mentors, and launch mini-ventures to address local problems.

Special Populations and At-Risk Students

1. WAY Academy-Muncie will comply with federal and Indiana State Law for services to students with IEPs, Section 504 Plans, English Language Learners, intellectually gifted and students at-risk of academic failure or dropout. WAY Academy provides a rigorous project based learning curriculum. Therefore the blended learning model encompasses multi-layers of support. Support include but not limited to personalized learning, one-on-one supports, small group instruction, multiple ways to demonstrate mastery, revisions of artifacts based on expert feedback and mentoring

2.WAY Academy-Muncie will ensure compliance with Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Chapter 7 of the Indiana Administrative Code Rules 33 -47, Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973

2A. WAY Academy-Muncie enrollment forms (online and physical) ask if the student has an IEP and administrative assistants are trained to ask all new enrollees if they have an IEP. This is the first opportunity to identify students, the second opportunity is when their records are received from the previous schools. Administrative assistants are trained to search records for all new enrollees for evidence of an IEP. The last opportunity is when students are entered into the state database. More often than not by the time students are in middle and high school they have already been screened and identified at the elementary level. However, some parents suspect their child may have a learning disability and they will request testing. At their request, the student will be evaluated by a school psychologist. Teachers are another source of identification, when they suspect a student may have a disability it comes after they have exhausted all supports with no success. At that time a parent may consent for an evaluation

based on the opinion of school professionals. It takes all stakeholders to ensure students have been identified.

2B. WAY Academy-Muncie will employ a Director of Special Education and certified special education staff based on the needs of the student population. The Director of Special Education and special education staff will ensure compliance with all applicable laws and will service students to the utmost of their ability. WAY Academy-Muncie will use an inclusion model to provide for the least restrictive environment. Special education teachers use a method of service that complies with students IEP. Some methods include: pull out, small group, push in, one-on-on and virtual options as appropriate. The HERO Learning System is ADA compliant with online course design.

2C. WAY Academy-Muncie monitors the progress of special education students by using local and state assessments, artifacts and final products and academic success over time. Data is disaggregate against students with disabilities and general education students to determine the gap in achievement. Special education and general education teachers collaborate on IEP accommodations and goals to ensure students are making the most progress as possible.

2D. Special education students, have the same opportunities as general education students do in meeting graduation requirements and equitable access to programs and supports.

2E. WAY Academy-Muncie will hire highly qualified certified staff and may contract with providers of educational support services like psychologist, social workers, speech and language pathologist, occupational and physical therapy.

2F. In Michigan special education students have a personal curriculum, which allows special education staff to modify the content and the scope and sequence of courses in order for students to access the curriculum standards. This is done on a regular basis.

3A. The first opportunity to identify EL's is the enrollment form, which asks if a language other than English is spoken in the home. The second opportunity is the Home Language Survey and the last opportunity is when students are entered into the state database.

Thinking Maps are consistent visual patterns linked directly to eight specific thought processes. By visualizing our thinking, we create concrete images of abstract thoughts. These patterns help all students reach higher levels of critical and creative thinking-essential components of 21st Century education. In a school-wide implementation. Thinking maps establish a consistent language of learning.

Reading Specialists work with ELs one-on-one and small groups using WIDA results to drive instruction. Reading Specialists have special training in the areas of reading, writing, listening and speaking; the same areas assessed by the WIDA. The focus of instruction is primarily content and language objectives. WAY Program has staff certified in ESL, Bilingual Education

and Sheltered Instruction Observation Protocol to support all of its schools in working with EL's.

3B. Layers of Support used with all at-risk students is sometime enough to seek progress with EL's. Research show that strategies used with at-risk learners have the same underlying theory as strategies employed with EL's and special education. These groups share a common thread; they all struggle with literacy. These supports include team leaders, mentors, lab teachers and online teachers.

3C. ELs are assessed annually using the World-Class Instruction Design and Assessment (WIDA) to measure improvement in their English language proficiency (ELP). WIDA Access is the assessment used with EL's with IEPs. Students need a composite score of 4.5 or higher to test out of EL services. Once students test out they are monitored to ensure they are continuing to make progress. If a student demonstrates that they are struggling then services implemented. Parents have the right to opt-out of services by submitting a letter to the School Director.

3D. In Michigan we have experienced a shortage of certified teachers in ESL and Bilingual Education. This may be the case in Indiana but we will exhaust all effort to retain and hire a certified teacher if there is a need to do so.

4. Thinking Maps are consistent visual patterns linked directly to eight specific thought processes. By visualizing our thinking, we create concrete images of abstract thoughts. These patterns help all students reach higher levels of critical and creative thinking-essential components of 21st Century education. In a school-wide implementation. Thinking maps establish a consistent language of learning.

Reading Specialists work with struggling students one-on-one and small groups using local assessment data results to drive instruction. Reading Specialists have special training in the areas of reading, writing, listening and speaking.

Math Specialists work with struggling students using ALEKS math. This computer adaptive program has been proven to accelerate learning in math by targeting the gaps in students knowledge. In this manner it targets the skills students need to accelerate their learning.

Layers of Support include team leaders, mentors lab teachers and online teachers.

5. All students have the opportunity to work at their own pace. In the case of intellectually gifted students, they have the opportunity to complete coursework early and graduate early. This will allow them to enroll in colleges and universities that will continue to challenge their intellectual ability and allow them to be with peers that share their interests and abilities. The sheer numbers of projects in the HERO curriculum covers a variety of abilities; some are more

challenging than others. Our rubric is also a way to ensure gifted students are reaching their potential and to set high expectations for them as well.

Student Recruitment and Enrollment

1. WAY Academy-Muncie is a public charter school. Enrollment at the academy is freely available to all members of the public through two channels. The first channel is online through Schoolmint. Schoolmint can be accessed on any computer, including computers at public libraries. The academy will have a designated computer in the building (kiosk) for any enrollee to use. The second channel is a physical enrollment packet. Physical enrollment packets can be provided in person or via email or U.S Mail.

WAY Academy - Muncie believes there are barriers between today's schools and the attention of children, young adults, and their families. The internet provides a wealth of opportunity for educators to interact with their community. However, the internet is primarily used for social media, entertainment, and other recreational activities. This is a 21st century problem, and the academy will apply a 21st century solution to it as outlined below.

1. Physical Building Visibility
    a. Purchase and install external signage for the building.
    b. Purchase and install lawn signs providing direction to the building around the academy's parameter.
    c. Purchase and install "now enrolling" signage in and around the building.
2. Online Building Visibility
    a. Claim physical address as a "Google my Business" location for Google Maps.
    b. Enter categorization and contact information for the academy on Google Maps.
    c. Upload pictures of the academy to Google Maps.
3. Social Media Marketing
    a. Assign a social media manager for the academy.
    b. Create a facebook, instagram, and twitter account. The three will be consolidated into a Hootsuite account for seamless social media management.
        i. Create and utilize a social media posting calendar.
        ii. During peak enrollment periods, social media posts will be "boosted" to gain visibility with members of the public not following the academy's social media pages.
    c. Create a youtube account for uploading video advertisements.
        i. Work with all staff to create and upload appealing video content.
4. Official Website
    a. Create a website for the academy using Finalsite.
        i. Collect and post staff information, pictures of the academy, and other content that is distinct from WAY as an umbrella organization.
        ii. Create a Google Calendar for school events and connect it to website.
    b. Maintain School News Section.

      i.   Gather school news.
     ii.   Create postings by downloading stock images and creating appealing headlines and body content.

Some of the most vulnerable members of our community, such as families experience homelessness, do not have internet access readily available. It is the duty of every public school to get the message of open enrollment out to the entire community. Ground-Level marketing ensures this message reaches the public with no discrimination as outline below.

1. Newspaper Advertising
   a. Open enrollment legal notices.
   b. Public board meeting legal notices.
   c. Commercial enrollment advertisements.
2. On-site Events
   a. Open houses
      i. Advertise open houses via Flyers, Billboards, etc.
      ii. Have staff on hand to provide refreshments, reception, and materials like brochures to exit with.
   b. Family Nights
      i. Engage students and their families to improve retention.
      ii. Provide entertainment and recreational activities
      iii. Invite community members to build a positive reputation in the greater local community.
3. Off-site Events
   a. Create community partnerships
      i. Attend partner's events with flyers and an information table.
      ii. Recommend clientele to use partner's services and vice versa
   b. Attend local events open to the public
      i. Pass out flyers
      ii. Purchase table/booth to provide information about the academy.

2. Please see **Attachment 9** for the school's Enrollment policy.

Student Discipline

1. This Student Code of Conduct was established to ensure that every student in every learning lab is provided with a safe, orderly and secure learning environment to pursue the educational opportunities WAY Academy-Muncie has to offer.

The rules and procedures govern student behavior at WAY Academy-Muncie. Administrators and staff are responsible for addressing student behavior and implementing the Student Code of Conduct.

WAY Academy-Muncie reserves the jurisdiction of the Student Code of Conduct covering offenses that occur on lab grounds, on buses or in other lab related vehicles, during sponsored field trips/events/activities, and when students are en route to or from the learning lab.

All WAY employees are required to function in accordance with the Student Code of Conduct. When an employee discovers a student engaging in unacceptable conduct, the employee is required to take prompt action in accordance with the Board of Education approved policies and the Student Code of Conduct.

Parents have the right to know how their child is progressing in the program and will be provided with regular progress reports. Many times it will be the student's responsibility to deliver information to their parents. If necessary, reports will be mailed or hand delivered. Parents are encouraged to contact school personnel if questions and concerns.

Mandatory Factors to consider before suspending or expelling a student (other than for firearms) the following factors are considered: age of the student, disciplinary history, disability, seriousness of behavior, whether behavior poses safety risk, restorative practices and whether lesser interventions would address behavior

Lab Experts and School Directors have the authority to utilize various interventions and behavior management techniques to encourage positive student behavior within the learning lab. Parent/Guardian assistance, other educational support services and/or other community agencies may be engaged as appropriate.

The following list of strategies may be used: warning or reprimand from school personnel, student and/or parent/guardian conference with school personnel, counseling from the school Social Worker or other agency referral, daily/weekly progress monitoring reports, behavioral contracts or plans, change in student schedule, no contact directive, loss of privileges, restitution /restoration community service, confiscation of appropriate item(s), or denial of participation in extracurricular activities.

Before a student is suspended or expelled from the learning lab, there are due process procedures that must be adhered to. When alleged violations to the Student Code of Conduct occur and disciplinary action is considered, due process must be applied in all cases where student behavior and rights are evaluated.

The student has the right to be fully informed about the alleged violations and must be given an opportunity to respond to the alleged violations. Due process procedures vary depending on the severity of the violations and the seriousness of the disciplinary action that may be imposed on the student as a result of the hearing. Separate due process procedures apply to a student facing short-term suspension, long-term suspension or expulsion.

Before it is determined that action should be taken, an investigation must be conducted to discern what happened. The School Director will inform the student of the allegations and the supporting evidence. The student will be given an opportunity to respond to the allegations. It is preferred that the student gives a written statement. If this is not possible, a verbal statement is acceptable. Witnesses, including staff and students, should also give written statements.

Due to the serious nature of some offenses, immediate removal of a student from the learning lab may be required. If the allegations are warranted, the parent/guardian will be notified by phone.

Following the investigation, if allegations are substantiated, an attempt will be made to contact the parent/guardian by phone. A suspension letter should be sent by first class mail within 1 school day. The letter should state the student is being removed from school, the number of days suspended and the reason for the removal. If a long-term suspension is given, the letter will include the time and place for parents to attend a hearing.

A student can be suspended up to 10 days on a short-term suspension depending on the severity of the offense. Short-term suspension should only be given after considerations of other alternatives to correct the student's behavior have been exhausted.

Before a student can return from a suspension, he/she may be required to attend a re-admissions conference with the parent/guardian to discuss the offense and implement a plan to correct the behavior. The School Director may waive the requirement for the conference or provide alternatives to the parent being present in order to participate.

A student can be suspended more than 10 days on a long-term suspension depending on the severity of the offense. Before a Long-term suspension is given, the District Discipline Team will hold a hearing (see Hearings).

The District Discipline Team will review the case for the purposes of confirming the suspension and referring the case for an expulsion hearing. The Superintendent and the Board of Education conducts expulsion hearings. The student and parent/guardian are expected to attend (see hearings).

A suspension may be appealed within 5 days after receipt of the suspension notice. Appeals must be made in writing to the Superintendent. An appeal hearing will be scheduled within 5 days after receipt of the written request. During the appeal process students may not be allowed to remain in school. The appeal will be conducted by the District Disciplinary Team in a private meeting room. The student may be represented by a parent/guardian or representative. The student will be notified by first class mail of the decision. The decision of the District Disciplinary Team is final.

Hearings must be held within 5 days of the date of the offense following the removal of the student to determine whether the allegations are substantiated. The student and parent/guardian will be notified of the date and time of the hearing via first class mail. The student and parent/guardian are expected to attend all disciplinary hearings. If they are unable to or choose not to attend the hearing must still be held. Attendance will be documented for the record. A parent/guardian or representative may represent the student. The person making the allegations and witnesses shall be present at the hearing. Parents do not have the right to question student witnesses but they can provide a list of questions to be asked by the District Disciplinary Team.

At the hearing the student and parent/guardian must be fully informed of the allegations and supporting evidence. The student and parent/guardian will be given an opportunity to present their side. If the allegations are substantiated the District Disciplinary Team will determine the action to be taken. The student will be notified by first class mail of the decision. The decision of the District Disciplinary Team is final and cannot be appealed.

During a suspension students are entitled to make-up missing assignments and tests. If a student chooses not to make-up assignments it will be reflected in their credit attainment. Students who are expelled lose the opportunity to make-up assignments and earn credit.

Specific legal requirements exist that determine appropriate and allowable disciplinary procedures for use with students with disabilities. There are specific discipline procedures when removing a student with a disability from their educational placement.

School officials may suspend a student with a disability for violating school rules, just as it would a student without a disability, for **up to 10 school days**. Additional separate suspensions are permissible for **10 school days, or less**, in the same school year.

Beginning with the **11th** day of suspension, and for all subsequent days during the suspension, educational services must be provided to the student. In all situations where a student has been suspended for **10 days or more**, the following must occur not later than **10 business days** after suspending the student. A Manifestation Determination Review must be conducted as follows:

1. If the school has not already conducted a functional behavioral assessment (FBA) and implemented a behavior implementation plan (BIP), the IEP Team will complete a FBA to analyze the behavior(s) of concern. The FBA is necessary to determine an appropriate BIP to address the behavior(s) subject to disciplinary action.
2. If the student already has a behavioral intervention plan, the IEP Team will review the plan and modify it, if necessary, to address the behavior of concern.
3. On the day on which the decision is made to suspend for more than **10 days**, the parent must be notified of the decision and of all procedural safeguards.

A change in placement occurs when disciplinary action results in a pattern of suspensions (consider length of each suspension, proximity to each other, and total number of days) that accumulate to more than **10 days** or a single suspension of **longer than 10 days**. The following requirements apply to change in placement situations:

1. No later than **10 school days** after the day on which the decision is made to suspend the student, an IEP Team must meet to determine the relationship between the student's disability and the behavior subject to discipline.

2. If the IEP Team determines that the behavior was not a manifestation of the student's disability, disciplinary procedures applicable to students without disabilities may be implemented. However, **during the suspension from school, programs and/or services must be continued** as determined by the IEP Team to allow the student to progress in the general curriculum and advance in the goal areas of the IEP.

3. If the IEP Team determines that the behavior is a manifestation of the disability, then the removal is terminated and the IEP Team must remedy any deficiencies in the IEP or placement, if any.

4. If the student's parent disagrees with the determination that the student's behavior was not a manifestation of the disability, the parent may request an expedited hearing from the MDE. During the appeal, the student's placement is in the setting given in the last uncontested IEP.

If the disciplinary action is due to a student's possession of a weapon or drugs, the school may administratively place a student with a disability in an interim alternative educational setting for up to 45 calendar days. This may occur even if there is an affirmative manifestation finding (see Behavior Review form) or a parent appeal of a non-manifestation finding. Special education instructional services must be maintained during this time period.

In situations not involving weapons or drugs, if the student is considered dangerous to self or others, the school can request an Expedited Due Process Hearing from MDE and ask the hearing officer to order an interim alternative educational setting for up to 45 calendar days. Special education instructional services must be maintained during this time period.

Every time a special education student is suspended from school, the special education teachers must be notified. The student must receive special education services during the suspension, if the suspension is for more than 10 days or if the student is allowed to work at home. This can be accomplished by having the special education teacher and school social worker call or chat with the student to provide services. If there needs to be face-to-face interaction by any service provider, it must be done at a mutually agreed upon setting, for example, a library or community center.

2. Please see **Attachment 10** for the school's Discipline policy.

Grievance Policy

Please see **Attachment 11** for the school's Grievance policy.

Parents and Community

1. Currently, there are the following choices for WAY Academy-Muncie students:

School	Type	School Grade	Enrollment							
			6	7	8	9	10	11	12	Total
Muncie Central High School	Public	B				333	351	357	329	1,370
Northside Middle School	Public	D	183	196	198					577
Southside Middle School	Public	D	202	176	171					549
Excel Center	Charter	N/A								
Burris Laboratory School	Charter	B		59	60	64	61	47	46	670
The Indiana Academy For Science, Mathematics, and Humanities	Charter	A				3	165	153		321
Heritage Hall Christian School	Private	A		14	9	6	8	7	10	54
Pope John Paul II Middle School	Private	N/A								

2. We have determined that Muncie families have a desire for more academic choices in their area. In the last year, Muncie Community Schools have closed three elementary schools and may close one middle school due to financial issues. Furthermore, Muncie schools are in the process of being taken over by Ball State University. Families in Muncie are dissatisfied with what is going on and have fled to the surrounding school districts (Yorktown and Delta) that

have open enrollment. These schools have a waiting list for families trying to get in. Other families have just decided to move away from Muncie. We believe that Muncie families desire a great academic program for their students, which we can provide.

3. Once our school is approved, we will reach out to the Muncie community and hold town hall style meetings to get parent feedback, to inform families how our program works, and to develop support. As we build a relationship with families, we will continue to work with parents throughout the school year through: monthly parent meetings, open houses, parent volunteers, family activities, parent/teacher conferences, etc. At our schools in Michigan, we have been successful in building parent support and involvement through our initiatives in our monthly parent meetings. We believe that it is important to communicate and include parents consistently throughout the entire school year. Through these meetings, we have also been successful with linking our families to key partnerships we have developed in our communities that support our families in and out of school. We have also developed volunteer opportunities for our parents through school activities such as: Robotics program, open houses, community events, and other extra-curricular activities developed in our schools. Our goal would be to continue to use this model at our Muncie location to follow the success we have already had.

4. Our goal in Muncie is to actively support our families through developing partnerships with businesses, non-profit organizations, etc. that can provide resources that our families need to help support their student's academic success. As we have gone into the Muncie community exploring potential partnerships for our school, we have identified the following partnerships that we would like to seek and/or have already started to develop communication with: MITS (city busing), Habitat for Humanity (Muncie), Minnetrista Cultural Foundation, Big Brothers Big Sisters, Muncie Music Center, YMCA, Muncie Mission Ministries, Ivy Tech Community College, Ball State University, Second Harvest Food Bank of East Central Indiana, Delaware County Health Department, The Community Foundation of Muncie, Wayside Mission, Kindacare Learning Center, and Motivate Our Minds. These organizations would be used to help support needs of our families at home, educational field trips and projects, and for our students to provide a service back to the Muncie community.

5. Plan for Community engagement – In August of 2018, we started the process of engaging with the Muncie community to build partnerships for our school and future families. During this time, we went out into the Muncie community and met or set up follow up meeting with partners to talk about how they might be able to help our school. Some of these conversations were with the following organizations: Habitat For Humanity, Muncie Mission Ministries, Ivy Tech Community College, YMCA, Big Brothers Big Sisters, Muncie Music Center, and Minnetrista. Also, during this time, we identified additional partners within the community that we believe would help our families immediately once our school is open. As we continue to move forward in the application process, we will move forward with community engagement by doing the following:

1. Holding potential partnership meetings where we will invite potential partners to come and here about our school and desire to work with them for our families

2. We will hold town hall meetings where we will invite potential families to learn about our school, but to also provide us feedback on their needs. This will help us to continue to know what specific partners we should continue to seek for our families.

3. We will meet with interested partners and develop specific plans for how they may help our school and families once our school opens.

4. We will host open houses where families are able to learn about our school and meet our community partners.

Performance Management

1. Our goals will address the needs of all students by meeting the students where they are and providing scaffolding supports throughout the learning process to support students and increase their learning potential. Our goals will address the needs of our target populations by providing specific support to raise assessment scores and student achievement. Our goals for the academy will be put on a five-year plan. Our goals states, 75% of students will be proficient in reading and writing, mathematics, science and social studies as measured by local and state assessment by May of 2023.

2. During the school year, WAY Program will use Performance Series or NWEA testing to measure where students are in reading and math. The assessment is given twice per year; fall and spring. These assessments produce a growth target which are used to measure student growth for one academic year.

3. WAY Academy-Muncie will have a Data Coach. This person will be responsible for collecting and analyzing academic data for our students. The Data Coach will create reports for the staff and teach the staff how to review and analyze school data. This data is used to drive instruction in the classroom. It is also used to create a plan for each student to reach their growth target. The Data Coach will be trained to use the Data Driven Dialogue by Ann R. Pearce, Ph.D. to engage staff in this process. The Data Coach works closely with the Testing Coordinator in order to have immediate access to all school data. A Data Dashboard will be developed to track enrollment, attendance and credit attainment from the HERO learning system. This data is reviewed monthly by the Board Superintendent and School Director and weekly by school staff to help develop and monitor strategic plans for academic growth and achievement. Credit attainment is analyzed to ensure students are earning the minimum credit needed to be on track to graduate. Finally, student data will be shared with parents through the monthly parent meetings, parent/teacher conferences and the HERO Parent Portal.

4. WAY Academy-Muncie will use the HERO Learning System as the student information system and data storage. Mentors can access and use more detailed data points like course specific progress, progress towards graduation, artifact submission, comments from online

teachers on coursework submitted. Mentors review this data with their students on a weekly basis.

5. WAY Program will provide training to all staff as part of managing WAY Academy-Muncie. There are also many workshops sponsored by the Indiana Department of Education that are of no cost or minimal cost that staff will attend.

6. Our population of at-risk youth come to the school one or more years behind; it is the nature of working with this population. Therefore, it is expected that WAY Academy-Muncie show an upward trend in data; increasing growth and achievement over time. WAY Academy-Muncie will implement interventions during their first year. This will ensure the most growth is captured in year one and there after.

In being proactive, the staff will implement the Instructional Learning Cycle of pretest, plan short term instructional goals, post test and adjust instruction. This process uses student learning objectives to increase student growth in small increments. Most at-risk students have gaps in their learning for a variety of reasons. Some have poor attendance, transiency, inconsistent instructional practices and so on. Filling in those gaps using the instructional learning cycle will develop the "snowball effect" once foundational skills are in place. This is known as accelerated learning. The only way to catch students up who are one or more year behind is to use an accelerated learning method of instruction. It is also known as teaching less and more specific to get the surge in learning in the long run.

The WAY Team is prepared to implement this corrective action plan from day one. It would waste our students time to sit back and wait for the data to tell us what we already know and our students have not time to waste.

SECTION III: IMPLEMENTATION PLAN

Legal Status and Governing Documents

1-2. Please see **Attachment 13** IRS Notice, Articles of Incorporation, Board Bylaws, Code of Ethics Policy and Conflict of Interest Policy
3. See **Attachment** 14 Exhibit E

Human Capital

School Staffing Structure

See **Attachment 15** Organizational Chart

1. The recruiting process formally begins in April , but WAY Program is always looking for quality candidates for all position in order to create a pool of candidates to pull from when a

vacancy arises. All staff will be hired and on-boarded by June, this will allow about 3 weeks for training and professional development. WAY Academy-Muncie will post job detailed job descriptions on IDOE website, K12Jobspot and the school website. Community organizations and local businesses are always potential partners in locating diverse candidates in the local community and will not be overlook as they are an excellent source for talent.

WAY Academy-Muncie is seeking teachers who are highly qualified under federal and Indiana Law. This is a non-negotiable as all WAY Program employees are certified in their respective areas and are assigned and perform all duties within their certification. WAY Program tends to attract younger teachers who have recently graduated in the last one to three years. This is primarily due to the level of knowledge required to use the state of the art technology in the learning lab. This type of teacher thrives in our learning environment because they tend to have to have a high comfort level with technology and can use it with ease. Students at WAY Academy-Muncie will become experts in the use of numerous electronic devices, software applications and internet sources and websites; so teachers have to be just as tech savvy as they are. In fact, it is not unusual to ask students their expert opinion on these topics. Often times they have problem-solved issues in the learning lab with staff. This is one example of teachers working side by side with students as reference in the researcher provided in Section I.

Which leads us to another key criteria, building relational trust and relationships in general. Teachers must possess the ability to communicate effectively, work as a team with colleagues and work side by side with students as they facilitate their learning. This makes a candidate a "good fit" for the school. The last key criteria is the educational philosophy that embraces a project-based learning model, hand-on learning, application to the real world and demonstration of learning in a variety of forms coupled with the belief that all students can excel at an accelerated rate when given the opportunity and proper supports.

2. Students have multiple ways to have equitable access to education; more specifically instruction and certified teachers. Students can access education 24/7 via the online HERO Learning system. Technology is available at WAY Academy-Muncie's Learning Lab. Chromebooks and internet hotspots are placed in the homes of students provided by the school at no cost. Most local libraries have free access to computer labs for the community as well. Students can access teachers at WAY Academy-Muncie Learning Lab. Certified online teachers are available 24 hours a day 7 days a week 365 day per year. These teachers are prepared and eager to help. All online teachers have office hours, if a specific teachers needs to be accessed. Teachers who work in the Learning Lab are also online in the evening and weekend evaluating artifacts. It is a WAY Program policy that if a teacher is online, they have an obligation to assist student if they are sent an instant message via the chat system. This will display on the teachers screen as a pop-up.

Teacher have a new role from traditional schools and as described throughout this application and that is the role of mentor. Teacher who choose to mentor are assigned a cohort of

students. Mentors must complete mentor logs and obtain the School Directors approval on their invoices. Invoices are sent to the accounting department for payment in the form of a stipend. All students are assigned a mentor either in the learning lab or online. Mentors will be provided with Check and Connect training (University of Minnesota).

Teachers also have opportunities to accept stipend positions that include but are limited to Data Coach, Career and College Coach and Parent Coordinator. These stipend allow teachers to work on off hours and earn extra money while performing duties that benefit the school. These stipend positions came from the feedback of teachers who were feeling overwhelmed completing these voluntary tasks during the school day but were committed to the work that benefits students.

3. School Directors, Teachers, Support Staff, and Administrative Assistants (all staff) are evaluated at least 3 times per year; two formal evaluation and one informal evaluation. Teacher evaluations are conducted via the Marzano iObservation. As part of the new staff professional development, teachers are provided with training on the iObservation design questions, performance indicators, rubrics and the platform itself. Additional topics for this professional development include the calculations used to determine their end of the year rating. It is critical that all staff have extensive knowledge about the process and practices used to evaluate their performance for transparency purposes. After their initial evaluation in the fall, teachers are required to set some personal improvement goals for the year. These goals are supported with specific professional development opportunities so teachers will hone their craft. Teachers will also have a pre and post conference with all formal evaluations and a post conference with informal evaluations. During year two, student growth data will be incorporated into their evaluation.

4. Struggling teachers are provided a series of improvement opportunities. They are first assigned a mentor and are enrolled in the New Teacher Induction. The second layer of support comes from the instructional coaching provided by the School Director. The School Directors has many roles and one is, instructional leader. All School Directors are talented teachers and highly qualified to teach others their craft. Another layer of support comes from colleagues in the form of informal classroom observations by the struggling teacher, team teaching or co-teaching. When these supports are implemented the struggling teacher is not an assistant to the seasoned teacher rather they work side by side and support one another.
There are times when no matter how many supports teachers are given, they still underperform. More often than not, these teachers end up resigning. The open learning lab provides complete transparency which makes struggling teachers uncomfortable.

There are also times when teacher conduct warrants a verbal and/or written reprimand. When this is the case the WAY Program Employee Handbook is strictly adhered to as it provides the processes used for verbal warning, reprimands, suspensions and termination. More serious cases that violate state or federal law result in immediate termination. When employees are let go for any reason there are always two administrators present. It is usually the Chief

Operations Officer and either the Superintendent or School Director. The employee is informed of their conduct that resulted in termination and are given an opportunity to respond. School property is collected; computers, keys and school files. The employees access to the HERO Learning System is locked as it contain students' confidential records. This is never an easy process but it is the nature of management. Employees always have the right to respond in writing to discipline action which is then reviewed and placed in their employee file. Employees who would like to file a complaint for any reason must follow the Grievance Policy (See **Attachment 11**)

5. In order to provide a fair and ethical compensation system that aligns with the performance evaluation process and Indiana legislative requirements regarding employee benefits WAY Program Leadership Team will review state law and investigate other reputable models used in the state. This process will begin in November and will be presented to ISCB for review. This timeline will ensure that this is in place prior to posting jobs and beginning the hiring process.

Professional Development

1. Because WAY Program tends to attract teachers with one to three years of experience, a New Teacher Induction program was developed. All new staff will receive a seasoned mentor teacher. They will meet with their mentors on a weekly basis and will submit a monthly log listing the topics discussed. This provides documentation that the program is being implemented. It also provides information that can be used by the School Director coach new teachers and engage in professional conversations. New teachers are also given up to 30 hours of professional development in instructional strategies and classroom management. WAY Program will also take advantage of the resources and supports Indiana Department of Education provides for new teachers as well as additional requirements that may be needed.

2. School Leaders are provided professional development that focuses on: instructional leadership, visionary leadership, leaders of culture, leaders of management and operations, leaders in community collaborations, ethical leadership and leader of the larger political and legal context. (ISSLC). WAY Program will take advantage of the resources and supports Indiana Department of Education provides for new school leaders as well as additional requirements that may be needed. School Leaders are also provided with a leadership coach who models all aspects of good leadership (ISSLC). School Leaders are also provided with implementation support this is to ensure the program is operating with fidelity.

3. Staff are provided with professional development that supports the instructional model the program is based on: new staff training, project-based learning, Check and Connect, technology and software, teacher evaluations, restorative practices and CPI training. WAY Program has extensive professional development for teachers. The ones listed above have been prioritized for year one. It is also important not to overwhelm teachers with too many new things at once. Learning to use the HERO Learning System and project-based learning is a

huge task. WAY Program believes its in the quality of the professional development and not the quantity.

4. The proposed professional development plan is listed below,

Topic	Description	Date
New Staff Training	This training covers the following topics: organization overview, vision and mission, roles and responsibilities, working knowledge of the HERO Learning System (projects and grading), technology and software use and application, Chromebook specific-training, and work-arounds and trouble-shooting common technology issues. WAY Program Director of Development, Brett Emil.	May/ June (3 days)
Staff Orientatio n	Topics include: employee handbook, parent/student handbook, crisis management plan, food service, question and answer session with central office staff. WAY Program Superintendent, Jennifer Hernandez.	July 1 day
Check and Connect	This training cover the following topics: role of mentor, monitoring of student performance variables, tailored support, parent and community engagement, building relationships, personalized interventions, long-term commitment, affiliation with school, problem-solving and capacity building and persistence. Provided by: WAY Program Superintendent, Jennifer Hernandez trained by University of Minnesota in Check and Connect	July 3 days
Teacher Evaluations	Overview of Marzano iObservation for teachers includes: navigating the online platform, domains, design questions, performance indicators, rubrics and Evaluation Guidebook for 2019-2020 including compensation. Provided by: International Learning Sciences	Aug 1 day
School Leader Evaluations	Overview of School Advance for School Leaders includes: domains, items evaluated, rubrics and Evaluation Guidebook for 2019-2020 including compensation. Provided by: WAY Program Superintendent, Jennifer Hernandez	Aug 1 day.
Project Based Learning	PBL foundational workshop based on the Buck Institute of Education Gold Standard PBL; provides participants with the knowledge and skills needed to design, assess, and manage a rigorous, standards-based project. The workshop models the development of project. The workshop is a balance of direct	Sept 3 days

	instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. Teachers will be actively engaged in project design, with the expectation that every teacher will develop a project plan and facilitate their project with students in the learning lab. Provided by either WAY Program or Buck Institute of Education	
Restorative Practices	Teachers will learn to use the social discipline window concept with broad application in many settings. The professional development describes four basic approaches to maintaining social norms and behavioral boundaries. The four are represented as different combinations of high or low control and high or low support. The restorative domain combines both high control and high support and is characterized by doing things with people, rather than to them or for them. Provided by: WAY Program Superintendent, Jennifer Hernandez trained by Restorative Practice Representative	Dec 2 days
Non-Violent Crisis Intervention Training	The cornerstone of CPI since 1980, this program is considered the global standard for crisis prevention and intervention training. With a core philosophy of providing for the *Care, Welfare, Safety, and Security* SM of everyone involved in a crisis situation, the program's proven strategies give human service providers and educators the skills to safely respond to various levels of risk behavior while balancing the responsibilities of care. Provided by WAY Program Superintendent, Jennifer Hernandez certified by CPI	Feb 2 days

5. The proposed plan includes 12 full days (84 hours) of professional development. Professional development occurs on Friday for 1 day sessions and Thursday and Friday for 2 day sessions and Wednesday through Friday for 3 day sessions. WAY Academy-Muncie will be closed on Fridays which only affects middle school regular schedule. Days and hours will be counted under the elearning provision. The school will apply through the Indiana Department of Education for this waiver.

6. Each professional development session will be evaluated at the end via survey monkey. Staff will be sent a link to complete before they leave. This information will be used to make adjustments to future professional development or hold a follow up session to clarify any misconceptions. It is important that teachers are able to use the information and knowledge from these sessions and feel comfortable with what they have learned. Teachers also need time to assimilate the information into their current working theory of education and teaching, so a follow up session is sometimes needed to ensure implementation.

At the end of the year teaches will be sent a survey monkey via email to identify topic they feel they need more support with, topic they would like for future sessions, the presentation format

preferred, times and hours of sessions and any other information that would help plan for year two and meet the needs of teachers.

Start-Up and Operations

1. See **Attachment 16** to view the Start-Up Plan.

2. WAY Academy-Muncie is a neighborhood school, so most of our students will be within a short walking distance. WAY Academy-Muncie will develop safe walk routes to and from school for those that will walk. It is also expected that many families will drop off and pick up their children at the school. The potential school site is on the public transportation bus line so families can choose to use the public system. WAY Academy-Muncie will provide students who demonstrate a need transportation with bus tokens this includes students under the Individuals with Disabilities Education Act, the federal McKinney-Vento Homeless Assistance Act and foster care students. WAY Academy-Muncie will work with local organizations and agencies to assist with the costs of transportation for McKinney-Vento and foster care students in order to keep transportation costs down. WAY Academy-Muncie will connect families who wish to carpool but this will not be a school sponsored form of transportation.

3. WAY Academy-Muncie will comply with all safety and security as mandated by Indiana State Law. WAY Academy-Muncie will have a building security alarm system, doors will be locked at all times so visitors and staff will have to be let in by the security guard on duty. The security guard will have a schedule of rounds that he/she conducts when student are arriving and learning the school. Staff will be encouraged to arrive and leave with a group. Security camera will be strategically placed to view the entrances, parking lot and in the learning lab so security personnel and staff can monitor student movement. Visitors will not be allowed to roam the building or interrupt instruction; they will be required to check in at the front desk where they will receive a visitor pass. School personnel or the security guard will escort parents to their destination. WAY Academy-Muncie staff will comply with the policies set forth by the Board to ensure a safe learning environment.

WAY Academy-Muncie will have a comprehensive crisis management plan that complies with Indiana state law and practices. The plan will address emergency drills, warning signs, incident reporting and procedures and traffic safety outside the school.

4. WAY Academy-Muncie's LAN consists of laptops and desktops that connect to the network / Internet via Apple Airport wireless access points. They connect to the Internet via Internet router… usually Comcast. Each site has at least one HP LaserJet 1536 copy, scanner, fax printer. The wireless access point SSID is WAY Program with the password: !wayprogram!.

The following platforms are used. • Apple • Desktops • iMac Desktop Computers • Laptops • MacBook (Researchers) • 11 inch & 13 Inch MacBook Air (Staff) • MacBook Pro (Staff) • Mac Mini Desktops • Each site, including the Belleville Tech Center, uses Apple Mac Minis to

perform imaging, file sharing and file storage • Airport Base Stations • Airport Base Stations are used as wireless access points at each location • Apple iOS Devices • Apple iPads (Researchers) • Apple iPad Mini (Staff) • Windows Laptops • Two laptops used in the Finance Department and one used by the Technology Department for creating Staff and Researcher ID badges • Google Chromebooks • Lenovo N42-20 Chromebook 80US - 14" • Mobile HotSpot Devices • Verizon • Verizon JetPacks for Staff • T-Mobile • HotSpots for Researchers that don't have Internet connection at home • WAY Academies SSID: WAY Program Home. Password: wayprogram • HP LaserJet Printers • HP LaserJet 1536df: Lab, Staff and Office use. Each Staff member is issued a Laptop, WAY Identification Badge, Login for WAY GMail and HERO Access. All assets are tracked in inventory and computers are tracked with security software.

HERO - Inventory & Computer Request Section WAY Program uses their own Learning Management called HERO Learning System (https://herols.com). There the Technology Department enters and maintains all of the Districts Inventory. There is also the Researcher Technology Profile which tracks a Researchers Technology from Enrollment to Graduation. It is important that the Team Leaders, Technology Department and schools keep accurate inventory records for reporting and grant purposes. Team Leaders play an important part in this endeavor. It is CRITICAL that the Team Leaders use this section properly. The Technology and Development Department has worked very hard to make this section easy to maintain. HERO Inventory Anything assigned to any Researcher is logged and updated in the Inventory system. Program Directors and Team Leaders can view aspects of the Inventory but only the Technology Department has access to edit inventory assets.

Inventory Report. This section will show you a snapshot of your schools inventory. • Computers / HotSpots assigned to 'Active Researchers' • Computers / Hotspots assigned to 'Exited Researchers'. • These assets need to be Reclaimed immediately. • The Team Leader will call the Researcher and schedule a date and time for them to bring the assigned Technology into the school. • If all calls go unanswered then you will need to go to the Researchers home to pick up the Technology. • If none of the above is accomplished a letter indicating that if the Technology is not returned to the school a Police Report will be filed. If this is the case the Technology Department and our Insurance Company requires a physical copy of the Police Report. Send to help@wayprogram.net. • Computers under 'Repair' status • Stolen computers / hotspots. Note that the devices in this count are all devices stolen over time. • Available Technology to be assigned to Researchers • Number of computer that are in the Lab • Number of Title 1 computers • Salvage computers… meaning no longer able to be repaired and will not be a part of your inventory • Re-Image queue computers are the computers that the Technology Department will be imaging and made available to assign to Researchers Computer Request Section is located in HERO under the Student Profile. At the bottom of the screen you will see Technology Information section. There are several options. • Repair • Reclaim • Recommit • Stolen • Graduate • Reclaim Unlisted Technology • Assign Technology • Inventory History.

Technical support staff will work to set up all technology needs for the school and students. Once this has occurred, IT support will be on a part time basis. The school director, teachers and online staff are all knowledgeable on problem-solving common issues that arise. An inventory of technology is always kept on hand to switch out devices if issues cannot be resolved in a timely manner. Students and staff can submit tech tickets 24 hours a day to the help desk. The hours of operation for the helpdesk are 9:00 am-5:00 pm. Online teachers and support are available 24/7 and can problem-solve common tech issues or provide work-arounds for those that may take longer to resolve.

At the learning lab staff provide face-to-face hands on instruction so connectivity is not required to deliver instruction. WAY Program and the Technology Department uses the following software to manage the schools and district as a whole • Apple Remote Desktop (ARD) • ARD is installed on all technician computers and is used to remote manage the schools laptops and desktops. A technician can log into a computer and manage it while at the school. • Carbon Copy Cloner (CCC) • Is a program that is used to clone one computer to another computer. A mirror copy or image is transferred from one computer to another. The primary way to do this is with an external hard drive. • Disk Utility • Is an application that is used to reformat disks • Airport Utility • Is an Application that is used to manage Apple Wireless Airport Base Stations • Deploy Studio & Deploy Studio Admin • Is the application used to image computers over wired and wireless networks • MacOS Server • MacOS Server is installed on Mac Mini computers in the Server Room at each campus location. It is used to manage: • Caching • File Sharing • NetInstall • Profile Manager (future) • Gmail • Is the standard email used by WAY and is given to all WAY employees. In some cases a Researcher will have an email address if they are assigned a Chromebook. Undercover • This is the software that is installed on ALL WAY computers. If the asset is ever lost or stolen we can turn this service on and track the location geographically, get user information, take a picture of the current user, get Wireless Connection information and even render the computer unless and unusable. • Helpdesk - Zendesk (help@wayprogram.net) • We use Zendesk as our support tracking system. All tickets are opened via email by the end user. The Technology Department has a web based user interface we use to log in and manage open support requests. • ALL technical requests including, but not limited to, hardware, software, HERO issues, bugs, missing content, assistance, and HERO password resets are routed through our helpdesk. • GotoAssist • This is an application that is used to log into any computer that is in need of remote management. The end user doesn't need to have the application installed. They log into the management session via www.fastsupport.com. They are prompted to enter a pre determined shared secured access key code. They application that is installed on the end users computer and uninstalls automatically after the session is complete. • Open DNS Content Filtering • WAY uses OpenDNS as the content filtering standard covering all WAY schools. This is also installed on Researcher computers and no matter what internet connection they use they are bound by our content filtering rules. All social media, torrent, malware, and adult material are blocked • T-Mobile and Verizon Wireless Business Portal • T-Mobile (Researchers) Verizon (Staff) are the vendors that WAY uses for 'alternate' Internet services for Researchers. The Technology Department can log into this portal to manage these

devices. • The primary function is to suspend internet access on missing, stolen or 'Assigned to Exited Researcher' devices. • Skype or Google hangouts • Is used to meet with Administration, Staff & Researchers for meetings and Inductions. • LanSchool CONFIDENTIAL Rev 2.0 • Is an application that is installed on Staff laptops that is used to monitor Lab computers… Meaning that staff members will be able to see what the students are doing on Lab computers.

5. Please see **Attachment 17** Insurance Estimate

Facility Plan

1-2. WAY Academy-Muncie (WAY) is in the process of identifying a charter school facility in Muncie, IN. An example site is under consideration. The address is 2708 N. Walnut St., Muncie, IN 47303. WAY has made contact with ADM Real Estate and received the attached broker information about the property. The property is located on the north side of Muncie two (2) miles south of Delaware County Regional Airport and two (2) miles east of Ball State University.
This prospective site would fit desired criteria including public transportation access, location in the metropolitan area near residential neighborhoods, easy access to public services and resources, reasonable remodeling or renovation and high visibility.

Necessary renovations of the chosen site will be immediately initiated, upon execution of the school lease. WAY has had significant recent experience in lease negotiations, new site development and operational preparation. WAY worked closely with the Michigan Bureau of Construction Codes, the State Fire Marshall and local agencies to anticipate and respond to compliance issues in recent successful school building certification efforts.

WAY has communicated with the Indiana Fire & Building Safety Division and the Muncie Building Commissioner's office in anticipation of the school building certification process for a WAY school in Muncie. Each has provided much appreciated preparatory guidance and assistance. These agencies and the real estate broker have assisted in determining sites and locations that are suitable and affordable consistent with WAY experience.

WAY has opened 6 separate locations since establishment. This experience has prepared WAY to identify sites that successfully reach and deliver to the student market being served. WAY has received and will continue to receive excellent counseling from architects, insurance consultants, attorneys, contractors and other professionals specializing in the education field. These sources and WAY's experience allows for accurate and knowledgeable projections of time, cost and effort for new school sites.

The WAY Chief Operations Officer has extensive experience managing and operating school and business facilities. His experience as an attorney and an insurance executive provided

exposure to all aspects of health, safety and other regulatory compliance issues pertaining to the work space environment.

2708 N. Walnut Street
Muncie, Indiana

Sale Price: $275,000
Lease Price: $6.00/SF NNN
Class of Property: Retail / Warehouse
Zoning: BV Variety Business
Approximate Square Feet: 7,200
Lot Size: .46 Ac.
Construction Type: Block
Approximate Age: 1966 - remodeled 2005
Legal Description: Pt Frac W Hlf NW Qtr 3-20-10
Tax ID/Sidwell No.: 18-11-03-151-019.000-003

Page 1 / 1

~Tax ID/Sidwell No.: 18-11-03-151-019.000-003
~Annual Real Estate Taxes: $6,736.00
~Electrical Service: 240V 3-phase
~Type of Heat: GFA ~Type of AC: Central in showroom
~City Water: Yes ~City Sewer: Yes
~Gas Service: Vectren
~Present Use: Vacant
~Possession: Immediate
~Overhead Doors: 1 (8')
~Other: Offices and showroom approx 3,000 SF with balance in warehouse. Gas heat in warehouse, 1 OHD for loading. Shingles replaced in 2017. Key box on premises.

ADM
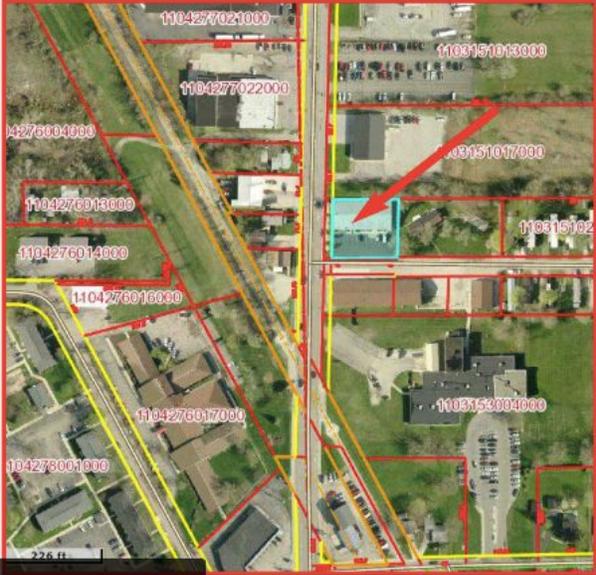
ADM REAL ESTATE, INC.
Commercial Properties
3410 W. FOX RIDGE LANE
MUNCIE, INDIANA 47304
(765) 282-7785

ALL INFORMATION SHOWN IS EITHER REPORTED OR ESTIMATED,
BUT POSITIVELY NOT WARRANTED

LISTING
NO.
R-S-4464
LB

Page 1 / 1   — 🔍 +

Budget and Finance

1. Accounting Systems & Processes

WAY Academy-Muncie will handle the functions of accounting, purchasing and payroll initially utilizing the highly qualified and experienced staff of the ESP (Educational Service Provider). The Accounting Department of the ESP has staff on hand experienced with developing, monitoring and complying with strong accounting internal controls that meet all GAAP standards. An Accounting Procedures Manual will be created for WAY Academy-Muncie specifically to address and document accounting functions and internal controls including but not limited to budgeting, cash management and disbursement, purchasing, fixed assets, and federal grants (See Attached Example Document). An independent Auditing Firm will be hired to perform the annual financial audit. The ESP Accounting Department has 25+ years of experience working with auditors and providing the necessary documentation and evidence required to the Auditors to ensure an accurate and timely audited financial report. After Year 5, additional experienced accounting staff will be hired by the ESP to support the Academy directly. The Accounting department will continue to stay on top of school and industry best practices to ensure not only strong internal controls, work efficiencies and financial viability. The ESP utilizes the Quick Books Enterprise Accounting Software and has found this accounting software more than adequate to meet the needs of local, state and federal reporting.

The ESP, on behalf of the Academy contracts out Special Education Support Services as needed or written in IEPs. Such services include but are not limited to Speech, Occupational & Physical Therapy or Psychologists. It is also the plan of the Academy to contract for Food Services.

2. See **Attachment 18** Budget Projections Workbook
3. See **Attachment 19** Budget Narrative
4. See **Attachment 20** Existing Organizer Financials

SECTION IV PORTFOLIO REVIEW AND PERFORMANCE RECORD

1. See **Attachment 21** Academic Performance Workbook
3-6. Not Applicable. See **Attachment 22** Litigation Documentation

SUBMISSION OF FULL APPLICATION

See **Attachment 23**